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ABSTRACT

This volume contains the appendixes to the report of the College of Education Libraries Research Project (IR 001 264) commissioned by the Department of Education and Science, Didsbury College of Education, Manchester, England. It includes tables, graphs, statistical data, letters, questionnaires, and some narrative text on the subjects of effective library materials use, funding and expenditures, materials selection, staffing, staff and student library use, and students' book buying habits. (LS)

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COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT

FINAL REPORT

Volume 2 - Appendices

Commissioned by the Department of Education
and Science

W.H.Shercliff.

D.M.Tipper.

C.A.Needham.

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APPENDIX II

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1. NUMBER OF STUDENTS IN COLLEGE

College	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
A	1260	1400	1500	1500	1550	1550	1550
B[1]	740	950	980	940	890	1120	1140
C	750	810	850	870	970	960	
D	300	590	880	870	880	840	845
E	660	770	750	760	750	890	895
F	700	760	760	770	780	770	750
G	Not known	520	620	690	690	710	720
H	Not known	360	390	400	440	450	

1. Excludes outpost.

2. SIZE OF LIBRARY STOCK - Number of Books
Includes main library and school services books.

College	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A		41,737	49,884	55,611	64,170	72,789	69,378[2]
B		22,000	29,000	35,000	41,000	47,000	52,000
C		39,000	43,000	48,000	52,000	57,000	62,000
D		5,000	20,000	34,000	40,000	50,500	55,000
E	18,900		23,100	23,985[1]	25,935	28,500	32,408
F		36,000	42,000	50,000	54,000	57,000	61,433
G		19,000	23,820	26,110	29,730	33,600	36,750
H		16,380	18,540	20,010	23,490	18,970[1]	22,380

1. Major discard took place.
2. Now excludes older books held by departments.

3. SIZE OF LIBRARY STOCK - Number of periodical subscriptions

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A			250		332	366	400
B		142	181	225	285	292	340
C			236	282	311	322	383
D							340[1]
E					249	274	295
F						247	319
G			147				200
H						112	112

1. includes annuals.

4. SIZE OF LIBRARY STOCK - Present holdings of audiovisual materials.

College

A Began with small collection of illustrations in mid 60's. Now totals 14,610 items and includes pictures, posters, charts, etc., film strips, slides, tapes, records, multi-media kits; models specimens.

B Began in 1966-67 with 400 gramophone records; library now has 1,000 records, 400 1" videotapes, 75 ½" videotapes, 50 cassette tapes, 375 programmed texts, 130 programmes. The library has no responsibility for the school services audiovisual media.

C Began small collection of records in 1968, added film strips and slides in 1969. Now has 250 records, 300 filmstrips, 150 slides, 120 study kits.

D Has a stock of about 5,000 items of all types, including approximately 2,000 film strips.

E Began an audiovisual collection in 1966. It now includes

2,845	charts	1,087	film strips
1,601	postcards	40	film loops
2,147	pictures	11	films
36	pictures (text folders)	30	records
187	jackdaws	209	tapes
395	photographs	779	pamphlets
2,123	slides	40	multi media kits
168	overhead transparencies	11698	Total

F Has a long established illustrations collection recently weeded, now amounts approximately to 5,000 items. Also has 3,078 records and approximately 5,000 other audiovisual items.

G Has a collection of approximately 20 records, 10 pre-recorded tapes, 480 film strips, 2 film loops, 1,000 wallcharts, 2,000 illustrations, 1,050 slides

H Has no responsibility for audiovisual materials.

5. NUMBER OF LIBRARY STAFF

a) Professional b) Clerical. N.B. Part timers are expressed as full time equivalents.

	1966-67		1967-68		1968-69		1969-70		1970-71		1971-72		1972-73	
	a	b	a	b	a	b	a	b	a	b	a	b	a	b
A	3	3	4	4	4	4	5	5	5	5	5	5	5	6
B	2	2	3	2	3	2	3	3	3		3	3	5	3
C	2	3½	2	3½	2	4	2	4	2	4	2	4	2	4
D	1	3	2	3	2	3	3	3½	3	3½	3	3½	3	3½
E	3	2	3	2	3	2	3	2	3	2½	3	2½	3	3
F [1]	2	2	3	2	3	3	3	3	4	2	4	2	4	3
G	2	1	2	2	2	2	2	3	2	3	2	3	2	3
H	1	-	1	-	1	$\frac{1}{3}$	1	$\frac{1}{3}$	1	$\frac{1}{3}$	1	$\frac{1}{3}$	1	$\frac{1}{3}$

1. two clerical posts are for library trainees.

6. SIZE OF LIBRARY - square footage

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A	2000	2000	7800	7800	7800	7800	7800
B		1340	2400	2400	2400	7644	7644
C	5160	5160	5160	5486	5486	5486	5486
D		1020	3000	3000	6000	6000	6000
E	3504	3504	3504	3504	3937	3937	3937
F	3674			5854	5854	7150	7150
G		3200	4200	4200	4200	4200	4625
H			2540	2540	2540	2540	2540

7. SIZE OF LIBRARY - number of study places

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	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A	80	80	240	240	240	240	240
B		50	50	50	50	117	117
C	110	110	110	120	120	120	120
D			150	150	140	140	150
E	78	78	78	70	70	70	64
F			120	120	120	120	120
G		95	102	102	107	107	107
H			48	48	48	48	48

8. EXPENDITURE: In addition to annual bookgrants, includes, where applicable, non-recurrent grants and grants for school services books, periodicals, binding and audiovisual materials.

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
A		6933	12427	12499	13250	15046	14851
B	4200	10600	10500	9990	8999	10456	10700
C	4885	5595	9080	8193	8250	9700	10200
D		60000[3]		5930	5410	7330	8900
E	3000	6000	5900	6600	7800	11027	12340
F	2850	4000	7500	6022	7800	7840	9195
G	950[1]	3400	4300	6800	7540	7800	8430
H[2]	2329	2729	4643	5495	6346	7740	

1. Excludes capital grant
2. Includes non-recurrent grants in each year.
3. Initial capital grant

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9. EXPENDITURE on School Services Books only.

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A			506	570	620	680	894
B	N O T K N O W N						
C			190	280	410	435	540
D			60000[1]		600	760	440
E	N O T K N O W N						
F	N O T K N O W N						
G	N O T K N O W N						
H	N O R E S P O N S I B I L I T Y						

1. initial capital grant.

10. EXPENDITURE on Periodicals only

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
A		600	875	1250	1500	1725	2030
B		750	971	968	1144	1450	
C[1]	590	550	890	1060	1214	1290	
D		60000		845	1060	1060	
E		392	552	750	961	1260	
F	342	417	506	613	748	835	1000
G			250	300	300	300	550
H		174	200	220	260	300	

1. includes Annuals.

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11. EXPENDITURE on Audiovisual materials

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
A					750	1000	1000
B[1]		—	424	123	422	236	700
C[2]	No	responsibility		78	180	200	200
D		60,000		350[3]	100[3]		
E	100	570	353	593	691	1000	1000
F	2053[4]	757	473	515	609	2000	1500
G	No responsibility		300	300	300	300	300
H	No responsibility						

1. For records only until 1972-3.
2. Audiovisual materials are mainly bought and managed by subject depts.
3. Spent from college funds not library funds.
4. £2000 of this was from general college funds.

12. CIRCULATION - includes books and audiovisual materials issued to students and staff from Main and School Services Sections, where such records have been kept.

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A	24,718	33,804	32,385	50,033	72,282	86,050	105,611
B	NOT KNOWN						22,220[1]
C	NOT KNOWN						55,000[1]
D		5,859	20,638	51,236	56,242	60,841	63,384
E		14,248	20,822	27,451	35,891	38,590	64,151
F				72,279	86,768	82,959	61,668[2]
G	22,502	22,611	24,904	31,751	29,660	33,379	39,202
H			9,904	11,493	13,427	16,590	19,157

1. Estimates based on survey of use.
2. Circulation figures for illustrations no longer counted.

13. RESERVATIONS MADE

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A	258	334	375	359	755	917	1343
B					3084		3500
C	N o t k n o w n						562
D [1]							500
E	N o t k n o w n						1642
F		513	900	757	732	593	627
G	N o f o r m a l s y s t e m						
H	N o t k n o w n						

1. No formal reservations system until 71-72

14. INTERLOAN: Items applied for

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
A				95	219	210	266
B					1860	2000	
C			130	190	250	170	201
D	N o t k n o w n						41
E	11	17	35	62	40		
F		605	799	680	909	683	612
G		75	109	228	193	300	214
H [1]					3	9	34

1. Interloans from N.L.L. only

15. OPENING HOURS, SUPERVISION AND CHARGING SYSTEMS.

College	Opening hours in term time Supervised	Unsupervised	Charging System
A	Mon.-Thurs 9a.m.-8.30p.m. Fri. 9a.m.-4.45p.m. Sat.& Sun. Closed (but opens on certain mornings during school practice)		Bookamatic. Staff operated.
B	Mon.-Fri. 9a.m.-5 p.m Sat.& Sun. -	5p.m.-9p.m. 9a.m.-12a.m.	Browne. Student operated.
C	Mon.-Fri. 9a.m.-10p.m. Sat. 9.30a.m.-12.30p.m. Sun. Closed	None	Browne. Staff operated.
D	Mon.-Fri. 9.15a.m.-9p.m. Sat. 10a.m.- 9p.m. Sun. 2p.m.- 9p.m.	None	Triple voucher Staff operated
E	Mon.Thurs & Fri. 8.45a.m.-6p.m. Tues.& Wed. 8.45a.m.- 6p.m. 6.45p.m.-8.45p.m. Sat. 9a.m.-12a.m. Sun.	8a.m. - 8.45a.m. 6p.m. - 9.30p.m. 8a.m.-8.45a.m. 6p.m.-6.45p.m. 8.45p.m.-9.30p.m. 12a.m.- 9p.m. 9a.m. - 9p.m.	Reader signs book card and book details on own record card. Student operated.
F	Mon. - Fri. 8.45a.m.-8p.m. Sat. 9a.m.-12a.m. Sun. Closed	None	Browne. Staff operated.
G	Mon.- Fri. 9a.m.-7.30p.m. Sat. 9a.m.-12a.m.	Mon., Tues., Thurs., Supervised by Students from 7.30p.m.-9p.m.	Double voucher. Student operated.
H	Approximately 30 hours per week	Open all the time	Reader signs book card. Student operated.

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16. BORROWING LIMITS

	Main library books	Restricted loan	School practice books	Audiovisual items.
A	**Students** Advised limited of 6	2	15 at beginning of a S.P; more later if necessary	6 at beginning of S.P; more later if necessary
	Staff Advised limit of 15	N/A	Advised limit of 15 (school practice books and audiovisual items)	
B	**Students** 4; extra on request. 4th year B.Ed. are entitled to extra. (main library books, restricted loan and school practice books)			2 (records)
	Staff unlimited (main library books, restricted loan and school practice books)			2
C	**Students** 8. 12 for 4th year B.Eds. (main library books and restricted loan)		6. 20 during school practice	At librarian's discretion.
	Staff Unlimited	N/A	Unlimited (school practice books and audiovisual items)	
D	**Students and Staff** 20	N/A	Unlimited (school practice books and audiovisual items)	
E	**Students** Advised limit of 6	At librarian's discretion	Advised limit of 4, increased to 8 for school practice.	At librarian's discretion.
	Staff Unlimited	At librarian's discretion	Unlimited	At librarian's discretion.
F	**Students** 10. 15 for B.Eds.	N/A	Unlimited (students and staff)	Unlimited illustrations. Various limits on other media. (students and staff)
	Staff 25	N/A		
G	**Students and Staff** 6	N/A	8	Unlimited
H	**Students** Advised limit of 8. **Staff** Unlimited	Variable 24,48,72 hours (students and staff)	N O R E S P O N S I B I L I T Y (school practice books and audiovisual items)	

17. LOAN PERIODS

	Main Library Books	Restricted Loan	School Services Books	Audiovisual Materials
A.	Students 3 weeks Staff 4 weeks	48 hours N/A	3 weeks or for the duration of school practice. 4 weeks	 4 weeks
B.	Students Current term Staff Current term	2 weeks 2 weeks	Duration of school practice 1 term	(Records only) 2 weeks 2 weeks
C.	Students and Staff 6 weeks subject to recall after 2 weeks	24 hours or weekend (N/A to staff)	6 weeks or duration of school practice	1 week
D.	Students and Staff 15 - 21 days, always due on a Monday	24 hours	Duration of school practice	Duration of school practice
E.	Students and Staff Current term or vacation, subject to recall after 14 days	overnight or weekend	Current term or vacation	Current term or vacation
F.	Students 4 weeks Staff 4 weeks	temporary reference N/A	4 weeks or duration of school practice 4 weeks	4 weeks 4 weeks
G.	Students 2 weeks (up to Jan.72 was 4 weeks) Staff No special	none conditions	2 weeks or for duration of school practice No special	2 weeks or duration of school practice conditions
H.	Students and Staff 1 term and 1 vacation	various	No responsibility up to 1971/2	No responsibility

18. OVERDUES AND FINES PAPERBACK POLICIES.

1971/2

College	Overdues	Fines
A	Students. after 1 week. after 2 weeks. disciplinary committee action.	1p. for first day ½p. for each subsequent day. Maximum 5p. per book Restricted loan 5p. per hour Maximum 50p. per book
	Staff after 1 week after 2 weeks after 3 weeks letter to H.O.D.	None
B	Students after 1 week after 2 weeks after 3 weeks approach to personal tutor	None
	Staff after 1 week after 2 weeks after 3 weeks approach to personal tutor	None
C	Students after 2 weeks after 3 weeks approach to personal tutor	5p. per book per week for 2 weeks. 20p per book in 3rd week.
	Staff reminder and renewal note sent after 6 weeks	None
D	Students reminder sent before Monday due back	½p. per book per day
	Staff	None
E	Students and Staff after 1/3 weeks after further 1/2 weeks after further 1/2 weeks Bill from S.A.O.	None
F	Students after 1 week after 2 weeks letter to personal or education tutor.	None
	Staff after 1 week after 2 weeks personal letter	None

18. OVERDUES AND FINES - continued

College	Overdues	Fines
G	Students to all books overdue at mid-term. to all books outstanding at end or start of term. Staff one reminder per term	Charged after 3 reminders.
	Students after 1 week after 2/3 weeks Staff note sent after 4/5 weeks	None Payment for missing books required by end of term. None

PAPERBACK AND BINDING POLICIES

Colleges	
A B C E G H	Prefer hardbacks to paperback editions.
F	Buys first copy in hardback (except where cost is double that of paperback). Duplicate copies are paperbacks.
F G H	Reinforce paperbacks with contact paper. Book supplier binds paper backs before delivery.
E	Paperbacks not strengthened immediately unless heavy use is anticipated. Library covers pamphlets and more ephemeral materials with cardboard and 'slic' binders or ring binders.
A C H	Paperbacks sent to binders by library. Rebinds American and non-commercial British books when necessary.
A B C E F	Rebind books of value when necessary.
A C D E G	Bind the most heavily used periodicals.

19. STOCK EDITING

	Withdrawals	Replacements
A.	Whole stock now reviewed class by class in conjunction with library agents. Main libraries last weeded in 1970, when 800 books were withdrawn. School services library had a comprehensive weeding and stock editing in 1971-2 when 1250 books were discarded.	Individual titles considered as need arises and during weeding process.
B.	Out of date books withdrawn regularly.	Books are replaced only if still in demand.
C.	Continuous withdrawal and termly review of worn stock. Average of 590 books per year withdrawn in last 5 years. One major total stock survey aimed at in every five year cycle.	Individual titles replaced as need arises. Also termly as part of withdrawal process.
D.	None made yet.	None made yet.
E.	The stock was completely weeded in 1969. It is now grossly under-stocked according to DES standards. Old editions now automatically withdrawn, Subject stock revision undertaken irregularly but when felt necessary. Whole stock is checked annually for condition. Discarded items are considered for replacement.	Individual titles considered as need arises. New editions automatically purchased.
F.	No regular policy. An average of 115 books per year were withdrawn from 1963-70. 892 were withdrawn in 1971-2. Lecturers are reminded annually to inspect and suggest discards.	Individual titles are replaced as necessary.
G.	No special policy. Two departments stock edited in liaison with departmental staff annually.	Individual titles considered as need arises.
H.	Last major withdrawal of old stock was in 1966-7. No regular policy.	Individual titles considered as need arises.

TABLE 2 LOAN COLLECTIONS PREFERRED BY READERS MAKING REQUESTS

	% of all reasons given	% of readers answering
Main lending - 3 week loan	27.2	37.9
Short loan - 1 week	28.7	40.0
Restricted loan - 48 hours	24.7	34.4
Reference	19.3	26.6
393 =	100	

282 readers took the opportunity of indicating from which of the four collections offered (one of them a hypothetical choice only) they would have preferred to borrow their requested items.

Most people have indicated more than one preference. Those who indicated all the alternatives were deemed to have no preference and are excluded from the above figures. This seems to show that a sample at least of students would favour the introduction of a 1 week loan period for certain books. The low place of reference is evidence that users would generally rather borrow the book to use at home than be obliged to use it in the library and this is why Restricted loan has the advantage over it.

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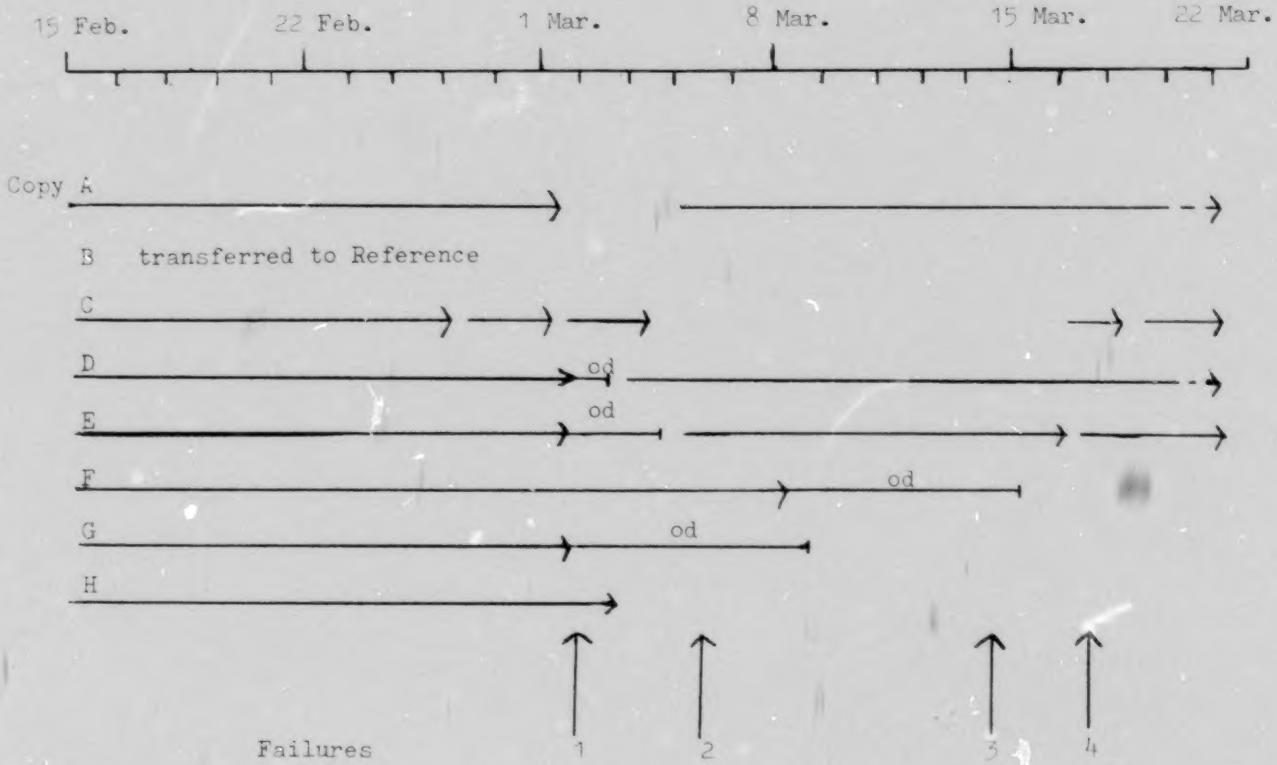
TABLE 3. CASE STUDIES

1. R.D. Archambault. Philosophical analysis and education.



Expressed Demand 19 Satisfaction 5

Copy C was put on Restricted (48 hour) Loan and appears to have been available at the time of Failure 2 and Failure 3. At the time of Failure 1 all lending copies were out on loan but three were returned the following day. Two or possibly three failures were caused by copies F, G, and D being overdue. Copies F, G and H may have been available at the time of Failure 4, but most probably they were borrowed again and had not been returned before we ceased collecting cancelled issue slips. Better awareness of R.L. collection, 2 copies on R.L. and 2 copies on 1 week loan period would meet all demands.

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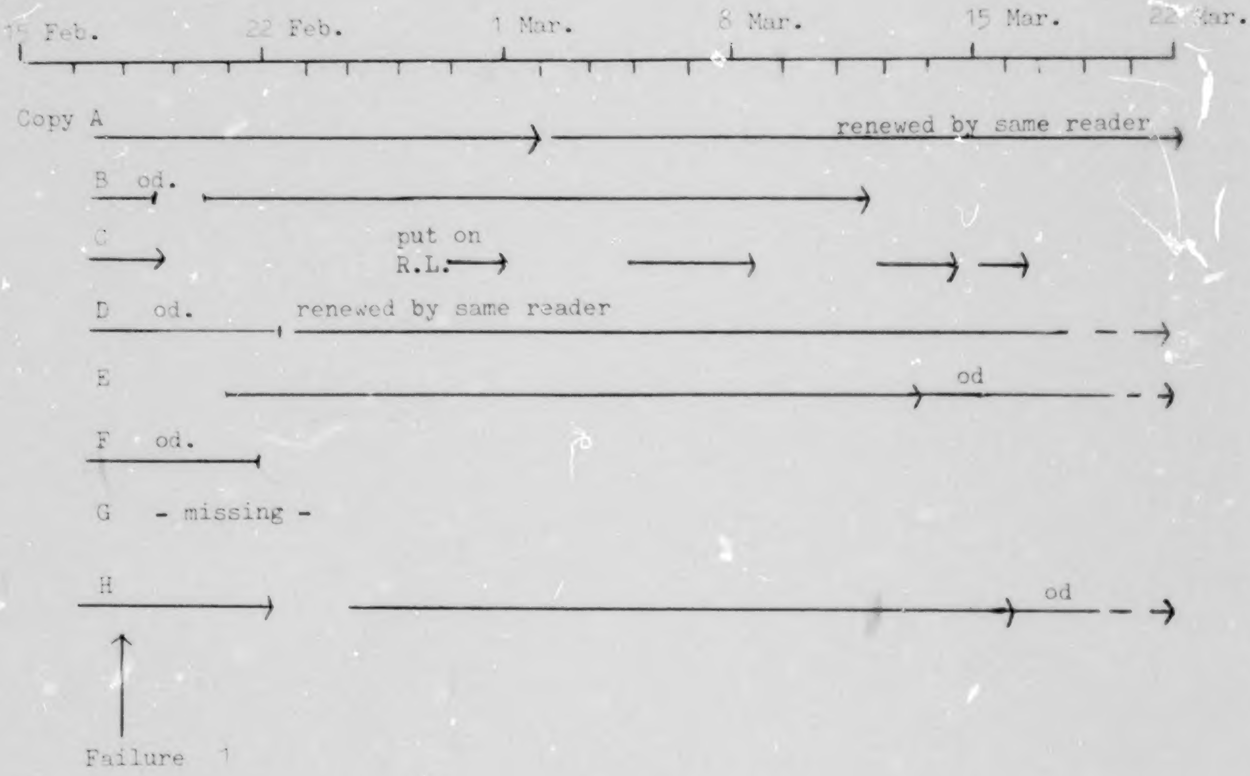
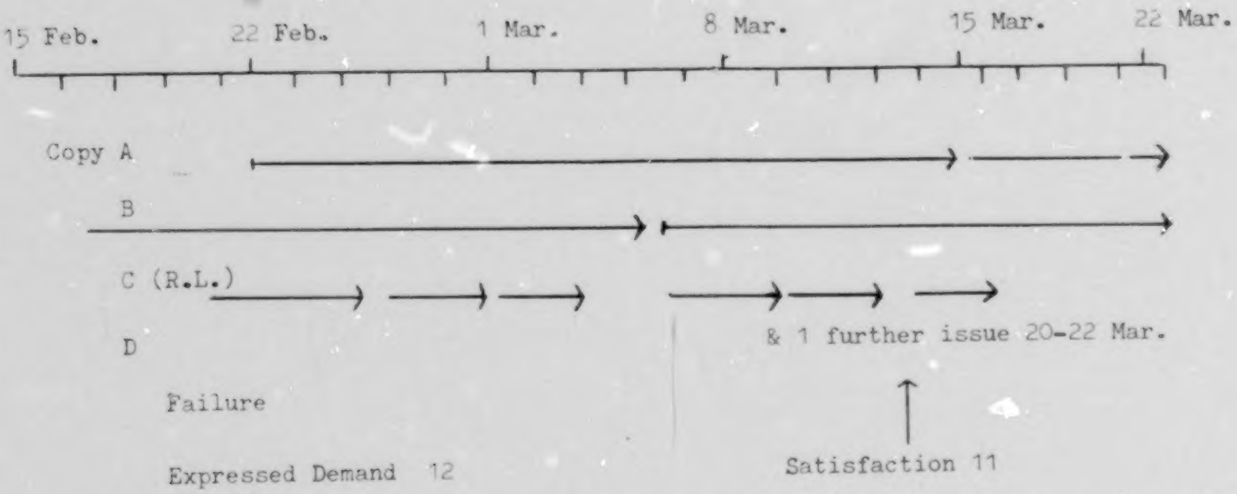
2. H. Taba - Curriculum development, theory and practice



Expressed Demand 16 Satisfaction 15

The C copy was issued once on 3 week loan, then 4 times on the Restricted Loan. The G copy was apparently missing. The one failure could have been avoided if copies D and F had been returned on time or copy G had been in circulation. Putting the C copy on Restricted Loan was too late to help the failure, but did enable 4 other students to have the book in a period of less than 3 weeks. 1 copy on Restricted Loan and 1 copy on a 1 week loan would meet the expressed demand. This is a long and difficult book, hence the 2 renewals.

3. Halls, W.D. - Society, schools and progress in France. BEST COPY AVAILABLE



This case shows how a book on restricted loan can circulate 7 times in 4 weeks. If the staff loan period had been only 3 weeks the failure would not have occurred. No additional copies seem to be needed, but copies A and B were taken out by other readers on the day they were returned. So as to increase the chance of seeing a copy on the shelf, 1 further copy should be bought.

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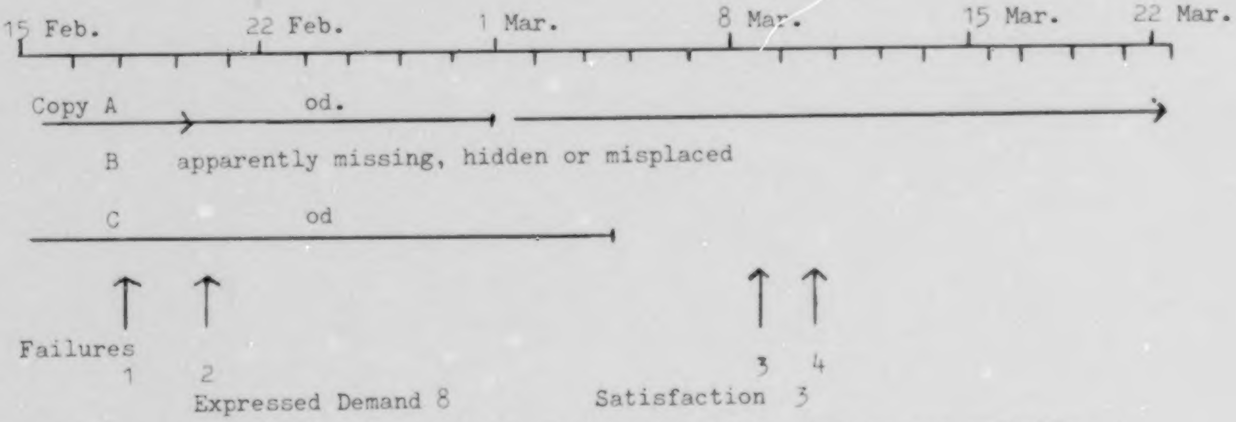
4. Beard R.M. - Outline of Piaget's developmental psychology.



Poor success was due to one of 3 copies being missing and probably C copy becoming misplaced after its return from loan. There seems to be a case for 1 copy on Restricted Loan, an additional copy on 1 week loan and 2 other copies.

5. Bradley, A.C. - Shakespearean tragedy.

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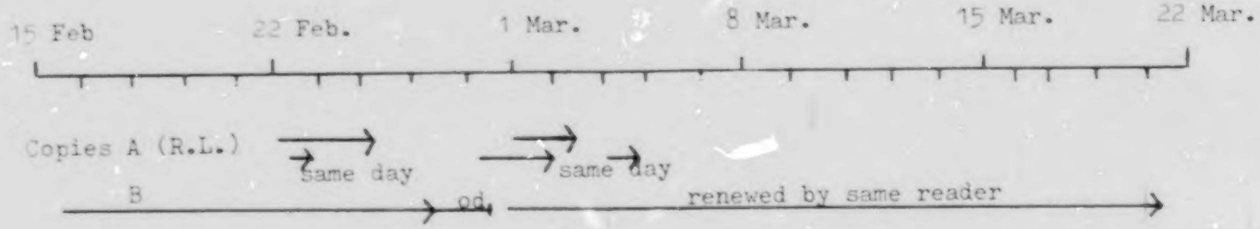
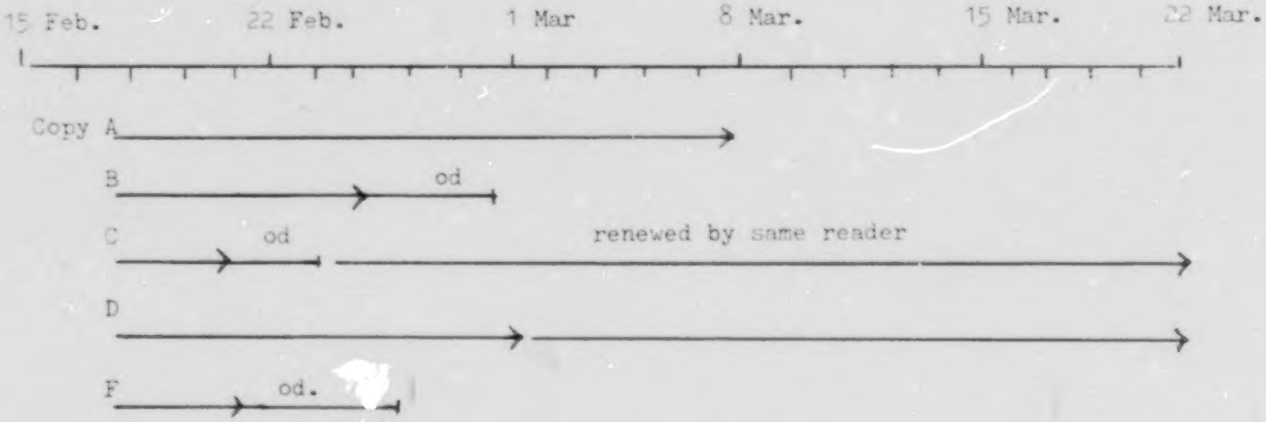


Expressed Demand 7 Satisfaction 7

6. Schonell, F.J. - Backwardness in the basic subjects.



Expressed Demand 7 Satisfaction 7

Stock is adequate to meet demand with existing 3 week loan period.

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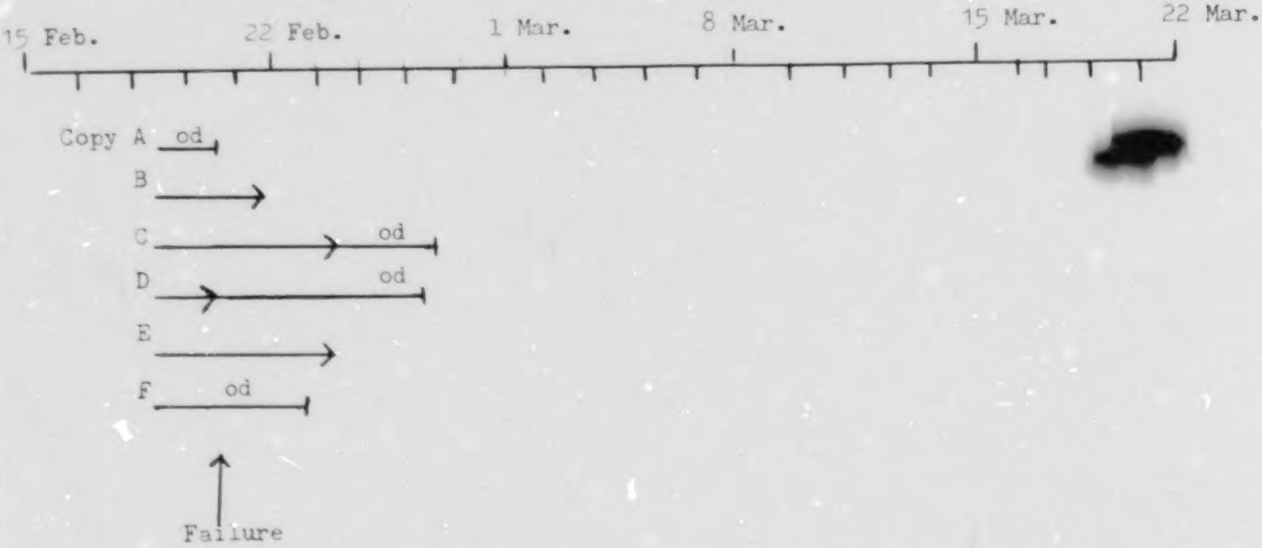
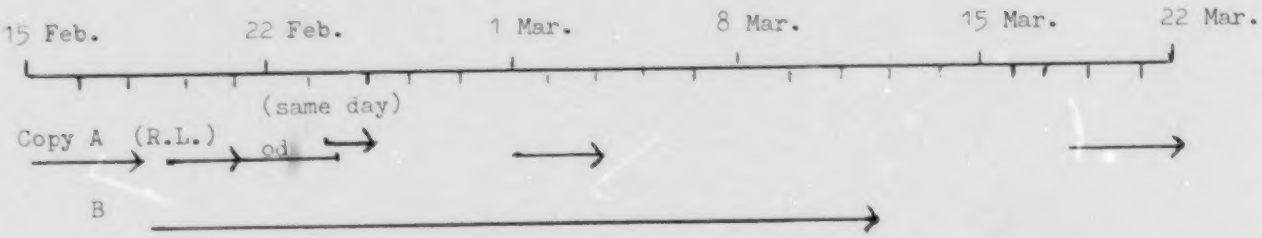
7. Henderson and Brandis - Social class, language and communication



Expressed Demand 7 Satisfaction 6

1 copy transferred to restricted loan would probably meet this demand, but lecturers had not asked for this. Probably an assignment was involved and students decided to keep overdue rather than renew.

8. Lauwerys J.A. - Teachers and teaching.



Expressed Demand 6 Satisfaction 6

There might have been a failure, but not for long as R.L. copy was free in between loans. 1 week loan for B copy might be better.

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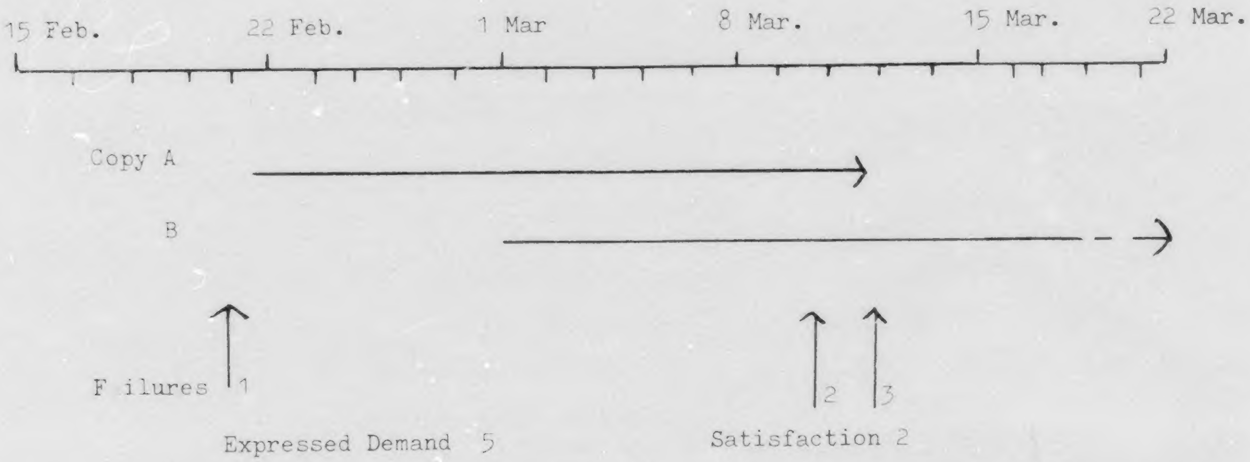
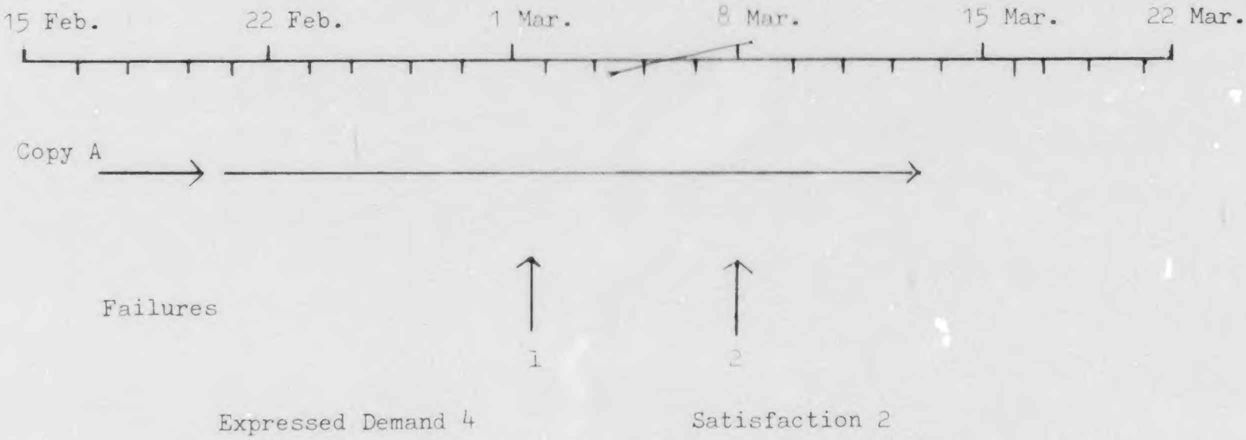
9. Brearley and Hitchfield. A teacher's guide to reading Piaget.



There is no record of the whereabouts of copy B at the time of Failure 1. With Failure 3, it is possible that the book was reshelved between failure occurring and our checking and finding the book on the shelf. An extra copy, and a 1 week loan period for all 3 copies would eliminate all failures.

10. Revere R.H. - Senator Joe McCarthy.



The 3rd year student who had the only copy of this book from 18th Feb. to 11th Mar. caused two other 3rd years to fail in the 2nd and 3rd week of his loan period. A 1 week loan period for the 1 copy would have eliminated 1 failure, 1 week loan for 2 copies would have eliminated both failures.

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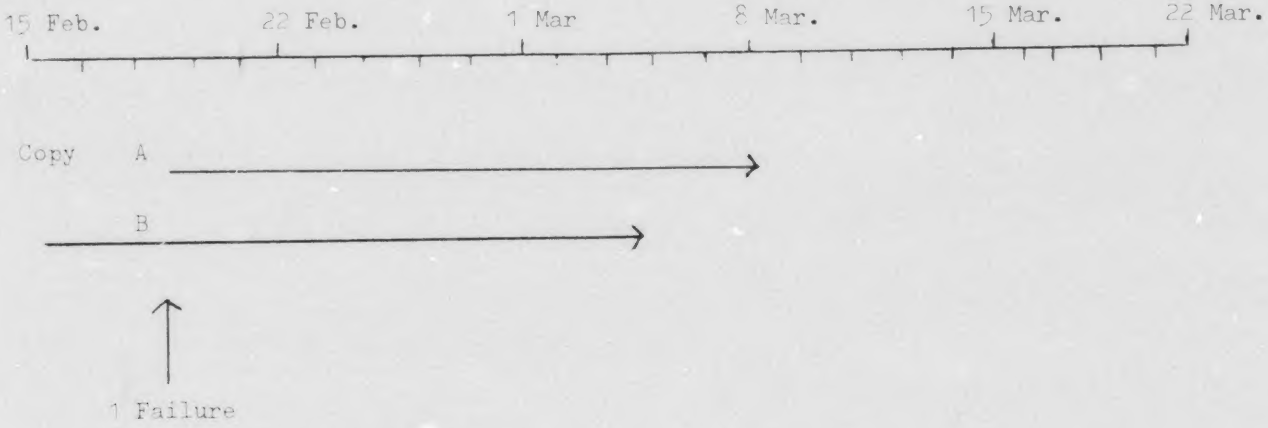
11. Ackerman J. - Dylan Thomas: his life and work.



Expressed Demand 3 Satisfaction 2

Of the two copies of this title, B was in its 2nd week of loan period and A was taken out on the same day that the only failure for it occurred. A shorter loan period or 1 more copy would have eliminated this failure.

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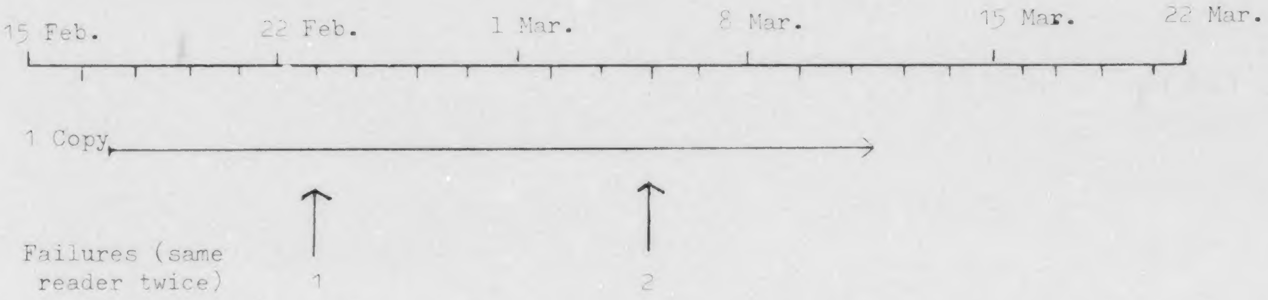
12. Blau P. - Bureaucracy in modern society.



Expressed demand 3 Satisfaction 1

The reader who had the book kept it for exactly the 3 week loan period, causing 2 failures, one in the second week, one in the third. If the loan period had been 1 week the failures might have been avoided but only if the first reader did not renew the book. The second reserved the book and eventually received it. On a one week loan basis he would have obtained it much more quickly. Alternatively a second copy could be bought and put on 1 week loan.

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TABLE 4. FREQUENCY OF USE

A 1 in 30 sample was scientifically taken from the stock record so as to give a reasonably representative group of books, which included books of which a single copy was held as well as multiple copies. 1084 books represented the main lending stock and 580 the school services stock.

In order to make sure that books had been in circulation for the whole of the academic year 1970/71 books which were accessioned after 1st April 1970 were ignored - this unfortunately removed from consideration some books at the time of their maximum popularity. Since October 1970 all books had been stamped with a date stamp on return from loan. A very small percentage may have escaped this treatment. The small number of books in the restricted loan (48 hours) collection were excluded.

Of the sample of main library books 170 or 16% could not be traced on the shelf, though the survey was carried out at the time when the maximum number of lending books are on the shelves. Most of these were on loan to staff or students, though perhaps half of them are likely to have been missing temporarily or permanently. All these books must have been issued at least once, however.

Of the school services books 103 or 18% were not found on the shelf. The result of this count is given in the table in Section 8, Part II. This amount of use represents the period October 1st 1970 until July 1971. Issues between July and October are very small, so the sample almost represents a whole year's issues.

As a check on the accuracy of these figures the actual issue figures for 1970/71 were compared. Books issued from the main library amounted to 62,241, and from the school services library 31,121. Restricted loan issues are excluded from these figures. Some of these issues were of new books, and are, therefore, excluded from the sample. These may be estimated as representing 5% of the total issues, since there was a considerable backlog in processing, and books accessioned after 1st April 1970 were probably not in circulation for a whole year. If this 5% is deducted and the remaining issues are divided by 30 so that they can be compared with the issues resulting from the sample, we find that in the main library the actual issues exceed those of the sample by 695, and in the school services library by 342. If the sample were truly representative the issues would correspond more closely. The missing issues arise from three factors, first the books which were not examined, all of which fall into higher than average categories of use; secondly errors in the representative character of the sample, and thirdly the fact that at times of high pressure the date stamping of books which takes place when they are returned is not carried out on some books returned.

It is certain, however, that the books not examined must have been issued at least once, and therefore the percentage of main library books not used drops to 40% and of school services books to 28%. Furthermore, it was found when the second sample was examined that some books which had been issued had not been stamped with dates.

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TABLE 4.1. FREQUENCY OF USE OF LENDING BOOKS OTHER THAN RESTRICTED LOAN COLLECTION AT COLLEGE A

Record of frequency of issue to staff and students in the academic year 1971/2 of 1 in 30 systematic sample (obtained from the stock record). N.B. Books accessioned after 1.4.1970 were excluded as they might not have been in circulation for the whole of the academic year. The count was made in July 1971.

A. MAIN LIBRARY

USAGE Sample Class	0	1	2	3	4	5	6	7	8	9	10	Total Bks.	Total Iss.	% Bks.	% Issue
0-100	12	1			3		1					17	19	2	1
101-149	4	2	4	1			3	1	2	1		18	63	2	5
150-159		1	2	1		3	2	1				10	42	1	3
160-199	5	5		1								11	8	1	0.6
200-299	23	17	6	6	4							56	63	6	5
300-369	44	13	11	5	4	3	1					81	87	9	7
370-379	62	32	25	16	11	7	2	4	1			160	257	18	20
380-399	2	3			2							7	11	0.8	0.9
400-499	7	3	2	1				1				14	17	2	1
500-599	50	19	9	6	2	2	3	1	1			93	106	10	8
600-699	21	6	2	2			1					32	23	4	2
700-799	40	21	13	6	12	7		2	3	2		106	204	12	16
800-899	49	20	16	10	4	7	5	2				113	177	12	14
900-999	51	25	12	9	3	3	1	3	2		1	110	156	12	12
Local&Tr.	23	7	4	2	1	1						38	30	4	2
R/C RF.) SC)	44	2		1					1			48	13	5	1
Total books	437	177	106	67	46	33	18	16	10	3	1	914			
Total Issue	0	177	212	201	184	165	108	112	80	27	10		1276		
% Books	48	19	12	7	5	4	2	2	1	0.3	0.1	Av.issue* per book		100	
% Issue	0	14	17	16	14	13	8	9	6	2	0.7	1.4			100
B.SCHOOL SERVICES															
Total Books	165	135	82	59	23	4	8	1	-	-	-	477			
Total Issue	0	135	164	177	92	20	48	7	-	-	-		643		
% Books	35	28	17	12	5	1	2	.2				Av.issue* per book		100	
% Issue	0	21	25	28	14	3	7	1				1.3			100

*N.B. Actual average issue recorded for main lending books was 1.67 and for school services books 1.97

TABLE 4.2

A sample size of c.800 was large enough for this purpose and any larger sample would have taken too long to construct. A random sample of titles from the main author cards in the letter B was first taken, these were then related to all copies still on stock in the stock register and a second sample taken from the total collection of copies of these titles. This resulted in a sample of 807 cards representing all parts of the library stock as follows. The actual stock figures as at August 1972 and percentages in the main categories is given.

	Total Stocks	%	Sample	%
Main Library lending	43512	85.1	533	87.2
Reference collection	4840	9.5	28	4.6
Special collections	2761	5.4	50	8.2
Total	51113	100	611	100
School services primary	7146	36.6	80	40.8
School services secondary	4067	20.8	56	28.6
School services text books	8302	42.5	60	30.6
	19515	99.9	196	100

The percentage of total stock represented by school services items is 27.6% and of the sample is 23.8%. It will be seen that the sample somewhat under-represents reference books (which are excluded from the frequency of use count), and school services text books, and over-represents the other categories. Nevertheless it was felt worthwhile to carry out a second frequency of use count covering the period of two years since records were first available, i.e. from October 1970 until August 1972. Issues in August and September 1970 were very small.
All books in the catalogue were included in the sample for stock checking purposes but for the frequency of use count all reference books were excluded together with books which had been accessioned later than 1st. January 1972 and could not have been in circulation for more than a few months, i.e. 10 main lending and 9 school services lending books. There remained, therefore, a sample of 573 main lending books and 187 school services lending books. Included in these books were items which had not been on the shelf for the whole of the two years, probably amounting to 15% to 20% of the total sample. Time did not permit the extra work necessary to exclude them from the sample.

40 main lending books, i.e.7% of total and 22 school services lending books, 11.8% of total could not be found on the shelf and were not traced in five weekly checks which were made after the original count when books which were on loan at the time of the count were returned. Some 4000 books were on loan at this time, the lowest total at any time of the year and, therefore, the best time for the survey. Of those still missing we expect some still to be found in further periodic checks but for the purpose of the second frequency of issue count we could not wait to incorporate the issues found in books still not traced. Issues were counted in all books which could be found including books in the Restricted Loan collection. As in the first check the issues represented by the sample were less than they should be for a perfect representative sample and an attempt is made to correct this later. This error, however, is smaller than in the first count, i.e. 29% instead of 34% . Table4.3 shows the results of the count set out in exactly the same way as Table 4.1.

When these results are examined in relation to the actual issue figures over the same period it is found that the sample accounts for many fewer issues than would be the case if it was truly representative. There were 40,445 main lending books in September 1971, a date chosen to represent the average total size of stock half way through the period of the survey. The 573 books in the sample represent a 1 in 70.6 sample. The actual issues over the period of two years for all main library lending books was 128,308. A sample of this size should have produced an issue of 1818, but only 1284 were recorded. For school services books the total stock was 17153, the sampling fraction 1 in 91.7, the total issues 64154, and the expected issues should have been 699, but 438 were recorded.

These missing issues arise because 40 main library books and 22 school services books could not be surveyed. But this cannot account for the whole of the error as in order to put this right each of the 40 books must on average have had over 13 issues, and each school services book about 12 issues. We examined the small groups which were on loan at the time of the first count as they were returned and it was found that these had on average been issued just over five times compared to 2.5 of these in the first count. This proves, as one would expect, that the books on loan at the time of the first count belong, on average, to the more intensively used groups and obviously none of them to the no use group.

However, though these missing books probably account for 39% of the missing issues the remainder, 485 or 19% of the total issue must arise from other factors. There is likely to be a considerable sampling error from a sample small in total, and also it is certain that in the recording of issues when books are returned a fair number of books are replaced especially at times of high pressure without ever being stamped.

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TABLE 4.3 UNCORRECTED ANALYSIS OF COUNT OF ISSUE OVER 2 ACADEMIC YEARS 1970/71 and 1971/72

A. MAIN LIBRARY

USAGE Sample Class	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-100	2	.	1													
101-149	5	1		1		2					3					
150-159	1	1					1				1					
160-199	4	2		1												
200-299	19	10	5	5	7	4	1		1							
300-369	17	11	4	5	3	1			3	1						
370-379	22	9	4	3	3	2	4	4	3		5					1
380-399	2	1		1	1			1								
400-499	1	1	1		1	1					1					
500-599	23	13	8	4	1	2	1	5	2	2	2					
600-699	8	2	1	1	1	1										
700-799	13	9	5	5	4	4	2	3	3	1	2					
800-899	25	13	5	4	4	6	4	7	1	1	3				2	
900-999	16	12	9	4	9	5	4	2	1	2	1					
Local&Tr.	13	5	4	1	2	2			1	1						
R/C RF.) SC)	30	5	1	2	1		1	1								
Total books	201	95	48	37	37	30	18	23	15	8	18				2	1
Total issue	0	95	96	111	148	150	108	161	120	72	180				28	15
% Books	38	18	9	7	7	6	3	4	3	1	3				0.4	0.2
% Issue	0	7	7	9	12	12	8	13	9	6	14				.2	.1
B. SCHOOL SERVICES																
Total Books	37	32	26	20	25	23	7	7	3	2		1	1	1		
Total Issue	0	32	52	60	60	65	42	49	24	28		11	12	13		
% Books	22	19	16	12	9	8	4	4	2	1		1	1	1		
% Issue	0	7	12	14	14	15	10	11	6	4		2	3	3		

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Total Books	Total Issues	% Books	% Issue
3	2	0.6	0.1
12	44	2.3	3.4
4	17	0.7	1.3
7	5	1.3	0.4
52	97	9.7	7.5
45	84	8.4	6.5
60	189	11.3	14.7
6	15	1.1	1.2
6	22	1.1	1.7
63	150	11.8	11.7
14	16	2.6	1.2
51	156	9.6	12.1
75	229	14.1	17.8
65	177	12.2	13.8
29	51	5.4	4
41	30	7.7	2.3
533		99.9	99.7
	1284		
	Av. issue per book*	100	
	2.4		100
165			
	438		
	Av. issue per book*	100	
	2.7		100

* N.B. Actual average issues recorded for main lending books was 3.17 and school services books 3.74

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TABLE 5 RESERVATIONS FOR THE YEAR JANUARY - DECEMBER 1971 AT COLLEGE A

Reservations	Spring/Summer No.	Spring/Summer %	Autumn No.	Autumn %	Total No.	Total %
Made	1060	100	587	100	1647	100
Collected	626	59	364	62	990	60
Library failed to supply:			150	26(+3)	338	21(+9)
- Because not available in time			97	65 (16.52)		
- Cancelled for other specific reasons	188	18(+12)	44	29 (7.49)		
- Library unable to supply for other unknown reasons			9	6 (1.02)		
Reader did not collect	246	23(-12)	73	12 (-3)	319	19(-9)

Note: Figures in brackets are the estimated adjustments of the percentages given, which are referred to in the following paragraphs.

Table 5 shows that the number of readers who failed to collect their reserved books (246) in the Spring and Summer terms included those who did so because the library failed to supply them in time and those who cancelled them after they became available because they had obtained them by some other means. Such items continued on their way through the system until nine days after the item finally became available. It was not possible to assess what proportion of the 246 had been made available within reasonable time. In fact, there can be no hard and fast rule about how long such a period is because it will vary from reader to reader or from one of his needs to another. 23% therefore is an overestimate of the real number of reservations remaining uncollected for no known genuine reason. If the extent of this over estimation were known, the difference between the two figures could be added to the 18% of items which it is known the library failed to supply. But from the more detailed system a clearer pattern of results emerged for the Autumn Term and these are tabulated separately from those of the two previous terms. Where possible figures are also given for the whole year.

In the Autumn Term 73 items remained uncollected. Of these, 18 were old reservations of some months outstanding and because the 'latest date' was not given we assumed that they arrived too late. A few others were supplied only just before the specified 'latest date', and by the time the reader was informed his opportunity to use it had passed. So a truer estimate of uncollected items would be about 9%.

The library's success rate in obtaining requests for users during the first two terms lies somewhere between 59% and 82%. If the number of uncollected items is an overestimate by as much as half, the failure rate would be about 30%. In the Autumn Term the rate remains the same and can be estimated with a little more certainty. Thus it would appear constant during the whole year, as do also the proportion of reservations that the library failed to supply (18% + an estimated 12% = 30% and 26% + an estimated 3% = 29%). There was a marginal increase in the proportion of items collected (3%) and therefore a similar decrease in those remaining uncollected. It is interesting to discover and measure with some certainty the reasons why approximately 150 of the 587 Autumn Term requests were unfulfilled. Two thirds were due to the library's inability to obtain the item within the reader's specified time. Reasons given for the cancellation of 44 further items were:- Borrowed from elsewhere (21), Bought my own copy (7), Used reference copy instead (16). This would indicate that at least about 8% of the Autumn requests were successfully backed up by other courses of action to obtain the book. There is no means of knowing which had priority in the reader's mind. Six items, amounting to 1% of the total number reserved, was unable to be supplied for reasons unknown or the forms lacked sufficient information to indicate to which category they belonged. The extent to which the system operated to no purpose during the Autumn Term was 38%, of which approximately 21% was due to the library and approximately 17% to the readers themselves.

In Table 6 columns (a) and (b) show how long those readers who did finally obtain their requests had to wait. Columns (c) and (d) show the proportions of these that were satisfied within any given period. The last two columns (e) and (e^1) show the intervals which 340 of the 587 readers who did specify a 'latest' date in the Autumn, were prepared to wait. A further seven vaguely indicated 'soon'. What at first appears to be an obvious improvement is really only a measure of increased efficiency in maintaining the same standard, due to the fact that unobtainable items and those that arrived too late are automatically excluded by the new system. Only for a one week period does library performance generally exceed the readers' general expectation. Further analysis would be necessary to discover what proportion of items in column (e) actually did arrive within the specified time. The final conclusion to be drawn from this table is that in spite of increased efficiency in the system only 30% of all requests are satisfied within one week (column b^1) which means that a reader putting in a request has only a 1 in 3.3 chance of obtaining it within a week. This may be seen as justification for the low priority given to reservation as a course of action to be taken when failure occurs at the shelf. It is certainly a statistic which the librarian would like to see improve.

TABLE 6 ACTUAL AND PREFERRED TIME INTERVALS BETWEEN THE RESERVATION AND COLLECTION OF BOOKS BY READERS

	ACTUAL						PREFERRED	
Time interval in days	Number of Reservations		% Total Reservations		Cumulative %	%	%	Number of Reservations
	(a) Spring & Summer	(b) Autumn	(a^1)	(b^1)	(c) Spring & Summer	(d) Autumn	(e^1) Autumn	(e) Autumn
1	35	9			5.6	2.7	1.5	5
2	59	30			15.0	11.8	4.7	11
3	33	51			20.3	27.3	7.6	10
4	50	48			28.3	41.9	15.2	26
5	35	35			33.9	52.6	25.8	36
	212	173	20.0	29.4				88
6	51	38			42.1	64.2	34.6	30
7	64	19			52.3	70.0	39.6	17
8	28	15			56.8	74.6	48.1	29
9	17	12			59.5	78.3	52.8	16
10	19	18			62.5	83.8	56.6	13
	179	102	36.9	46.8				105
11	29	8			67.1	86.2	67.8	38
12	19	7			70.1	88.3	74.0	21
13	16	9			72.7	91.0	76.6	9
14	20	3			75.9	91.9	77.2	2
15	11	6			77.7	93.7	80.7	12
	95	33	45.8	52.5				82
16	11	1			79.5	94.0	81.9	4
17	8	3			80.8	94.9	83.7	6
18	7	3			81.9	95.8	85.5	6
19	6	1			82.9	96.1	86.1	2
20	8	2			84.2	96.7	87.9	6
	40	10	49.6	54.2				24
21-30	55	5			93.0	98.2	94.4	22
31-40	23	3			96.7	99.1	97.0	9
41-50	12	0			98.6	99.1	-	-
51-60	8	2			99.9	100.0	-	-
61-70	1	0			100.0			
71-80	1	0					98.8	6
80+			59.1	55.9			100.0	4
	100	10						41
Total	626	328						340
Unknown		36						
TOTAL	1060	587	100	100				

TABLE 7. FAILURE SURVEY

Full methodology and analysis are outlined in J.A. Urquhart and J.L. Schofield, Measuring readers' failure at the shelf, Journal of Documentation Vol.27, No.4. December 1971, pp.273-286.

The failure surveys are designed to reveal not only those titles which readers were unable to find on the shelf, but also the reasons for their absence. For recording failure, we used what was basically a 5" x 3" library-type slip with a 3" extension sideways (detached after collection) containing instructions and providing a place for a punched hole for hanging.

If the book or periodical you want is not on the shelf, please fill in this slip and put it in the box provided. If the class no. is not known merely list author and title. If you are looking for a subject and cannot find material, describe the subject as clearly as possible. If you want the book to be reserved, write PLEASE RESERVE on the back.

AUTHOR Or name of producing body
surname initials

TITLE

Class number | Today's date | Your name Mr. Miss Mrs.

FOR OFFICE USE | STATUS Please Tick | 1st Year | PGCE
2nd Year | SSN f/t
3rd Year | Comp Ed.f/t
CELRP FAILURE SLIP | 4th Year | Staff

College C used a printed card.

Bundles of these failure slips were suspended at 6 ft. intervals around all those parts of the library where readers have direct access to stock. Suitably labelled boxes in which readers could deposit their slips were also distributed round the shelves.

Notices explaining the purpose of the survey were put up around the library and in other public places in college. In order to encourage people to take the trouble to record their failures, we offered to treat the slip as a reservation form, if requested to do so. At College A 35% and at College C 57% took advantage of this.

Completed slips were collected from the boxes two or three times a day. Subject failures were separated and filed. The remaining slips were checked against the catalogue for correct author, title and class mark and for the number of copies on stock. We accepted as failures titles which were found to be not in stock. A search was then made to trace the whereabouts of each title as soon as possible after failure occurred. Slips were then filed according to the cause of failure, in as much as it was known.

Owing to the nature of College A's charging system (Bookamatic), it was impossible to search the issue at the time to discover the status of the student who had borrowed a failing title or whether it was overdue. Instead all cancelled slips for books returned during the period of the survey and for the necessary time afterwards, were collected and sorted into a master file arranged in author order. At the end of the survey, titles causing failure and not found in any other place were checked against this file.

A series of interviews were held at the library exit in order to measure user awareness of and participation in the survey. All readers leaving the library were asked the following questions:

1. Are you aware that there is a failure survey in progress in the library?

2. How many specific books or periodicals which you know the library holds did you fail to find on this visit?

3. How many failure slips did you fill in on this visit?

89% at College A and 100% at College C were aware of the survey, and of those who had failed to find what they wanted only 21% at College A and 60% at College C had completed failure slips. However, evidence from the intensive survey showed that these were over estimates of actual behaviour.

Questionnaire Failure Surveys.

Readers leaving the library during the final stages of the slip survey were asked to complete a questionnaire (See following page). A fourth college also did this part of the investigation.

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COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT.

SURVEY OF LIBRARY USE AND AVAILABILITY OF BOOKS AND PERIODICALS

Please would you answer the following questions - they won't take long

1. LOOKING FOR BOOKS ETC., IN THE LIBRARY

    (a) How many specific items both lending and reference material were you looking for on this visit which you know the Library holds ?

    (b) How many of these did you find on this visit ?

2. BROWSING

    (a) How many other items did you look at ?

    (b) How many of these items were not on the shelves, but were found elsewhere in the Library, e.g. on the tables ?

    (c) Did you return any books to the shelves after consulting them ?

    (d) How many, if known ?

3. BORROWING

    (a) How many items did you borrow from the Library on this visit ?

    (b) How many items did you return to the Library on this visit ?

4. FAILURE

    (a) Did you fill in any reservation forms on this visit ?

    (b) If so, how many ?

    (c) In how many cases of failure did you find an adequate substitute ?

    (d) What definite action did or will you take about failing, if any ? (please tick appropriate box(es)).

    Look in stack sequences
    Check class number
    Try restricted loan collection
    Make a reservation
    Come back later
    Try another library
    Borrow from a friend
    Find substitute
    Consult member of teaching staff
    Consult member of library staff
    Buy book
    Other (please state what)

5. EFFECT OF FAILURE

If you failed to find any specific item you were looking for, or if you failed to find an item on a particular topic you were looking for, please state briefly why this material would have been important to you and what effect, if any, this failure will have on your work.

Which main subject area(s) were you using. (e.g. History, Physics, Education etc.,)

PLEASE TICK YOUR STATUS HERE

1st Yr.Cert.		2nd Yr.Cert		3rd.Cert		PGCE		STAFF	
1st Yr.B.Ed		2nd Yr.B.Ed		3rd B.Ed		4th B.Ed		Comp.Ed.	

TABLE 8 METHODS OF MEASURING INTERNAL USE

Another way of sampling internal use is to place in a selection of books a form which all users are requested to complete whenever they use these books. This method is being used by the Sheffield library cooperation project. Checks on books in use within the library at College G produced internal:external ratios of 4:3 and 1:1 (this latter at a time when a lot of teaching practice material was going out). In addition, two counts of books left on tables at College A gave ratios of 2:5 and 1:3. As the failure survey suggests that only a half of books are left on tables, these figures suggest ratios nearer 4:5 or 2:3. This is presumably an internal use figure, which excludes items later borrowed, already on loan or obtained from elsewhere which may have been included in the survey of use figure, and also excludes items browsed through at the shelf which were included in the failure survey figures. However, according to information concerning total time spent shelving during the Time Study, and time taken to shelve one item according to timing experiments, only about as many books are used within the library at Colleges A and D and about half as many at College E as are borrowed. In other words, the ratios as 1:1 , 1:1 and 1:2. If these are correct, either the other internal:external use ratios are inflated, or shelving during the Time Study was carried out more quickly than the timing suggested, or not all the shelving was completed during the Time Study, or more items are in fact re-shelved by user than we had thought. (See Part IV Section 54).

An alternative sampling method is to investigate for a short period of time, by questionnaire or diary, the internal and external use ratio by extrapolation from known issue figures. Such ratios were obtained both from the information given on the diaries used in the survey of use in nineteen colleges (See Part V A Section 8 and Table 5), and also from data from the intensive failure survey questionnaire where users were asked how many books they found and used in the library, and how many of these they borrowed, and how many they left on tables or returned to the shelves. From this data, the following ratios were obtained:

College	A 1	A 2	B	C	G
	2.5:1*	1.2:1**	3.6:1	2.6:1	1.3:1

* includes browsed books
** excludes browsed books

TABLE 9

NEEDLE CHART showing one week's library use.

COLLEGE B

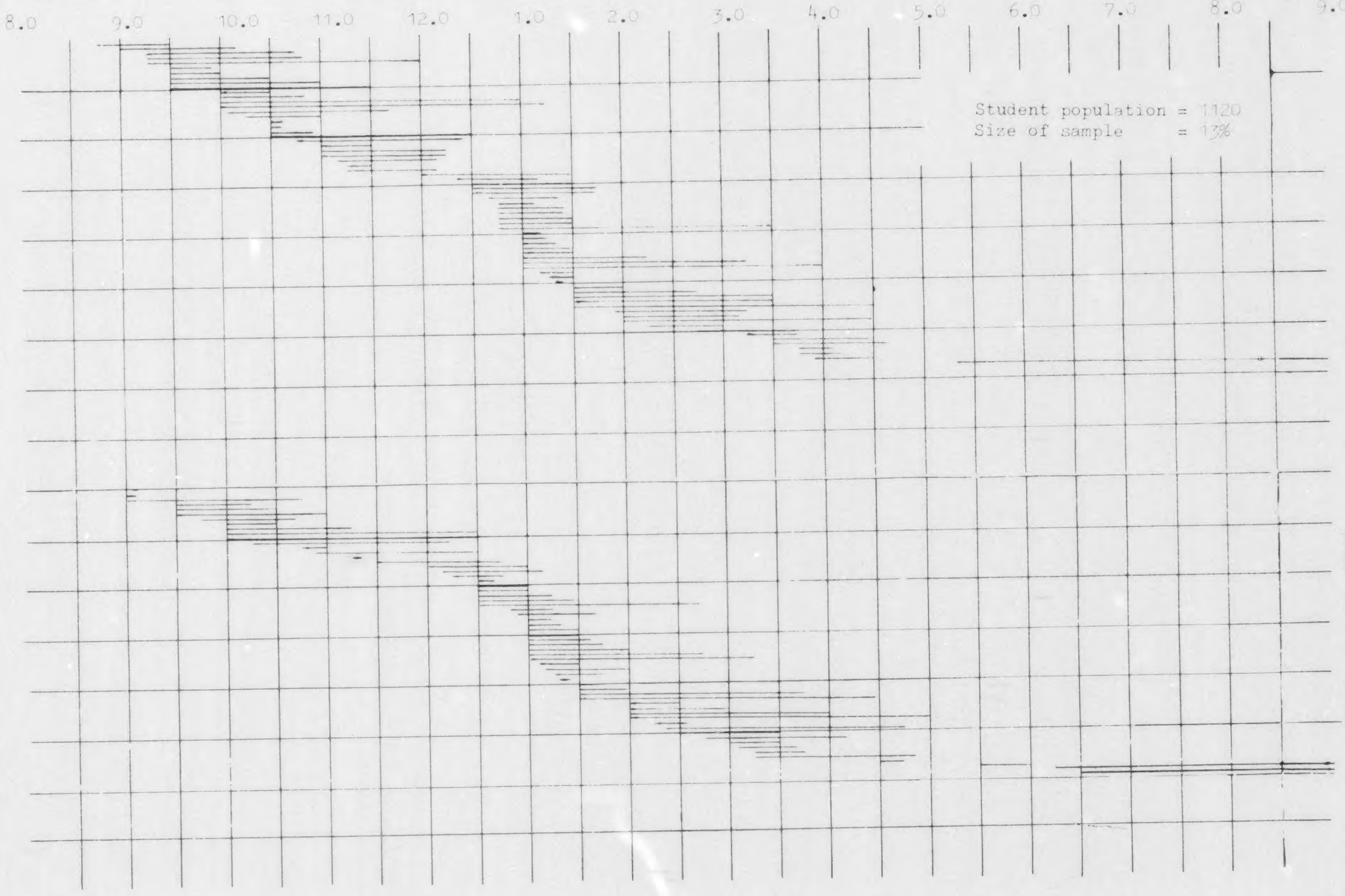

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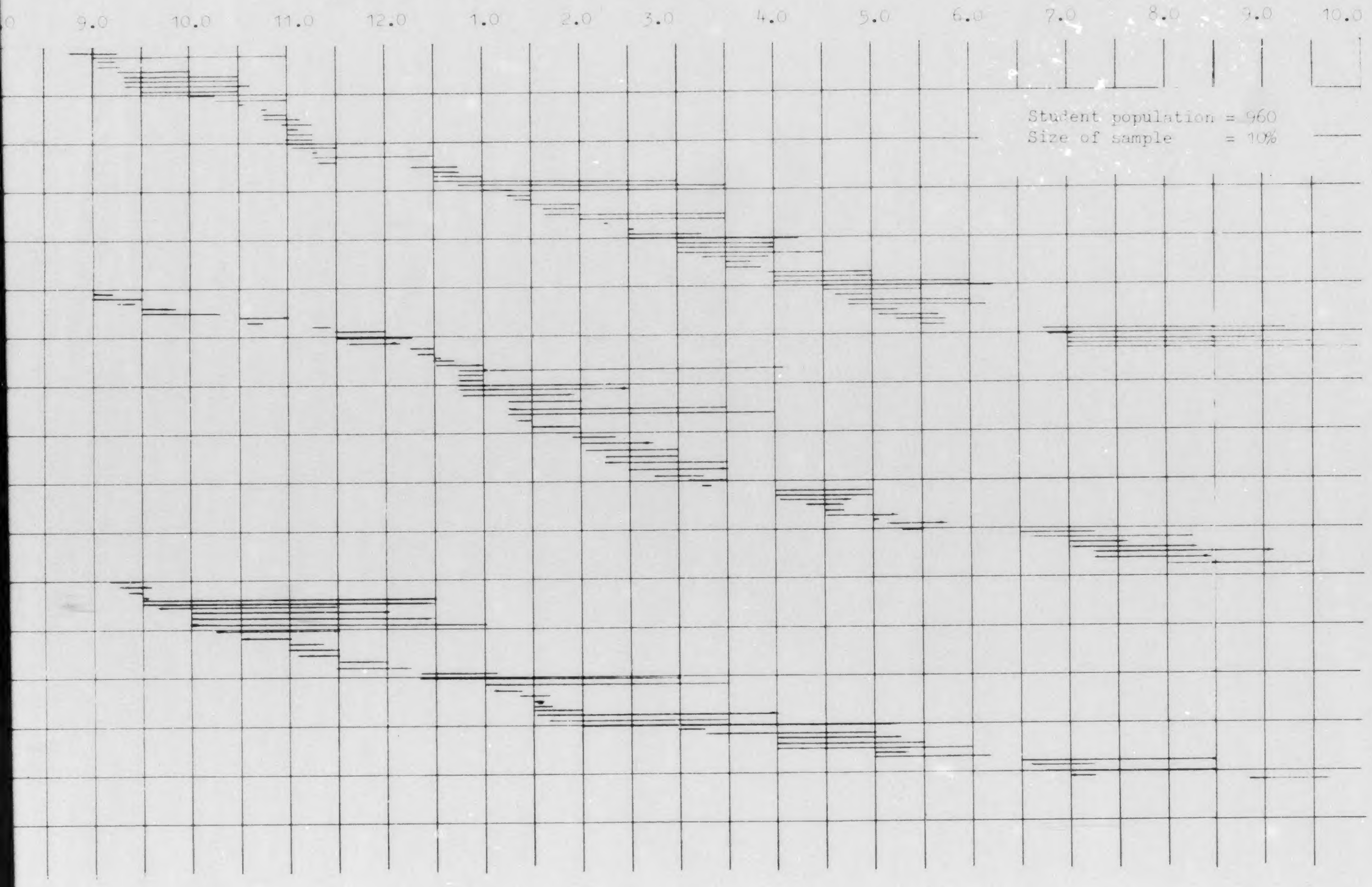
TABLE 10 NEEDLE CHART showing one week's library use. COLLEGE C



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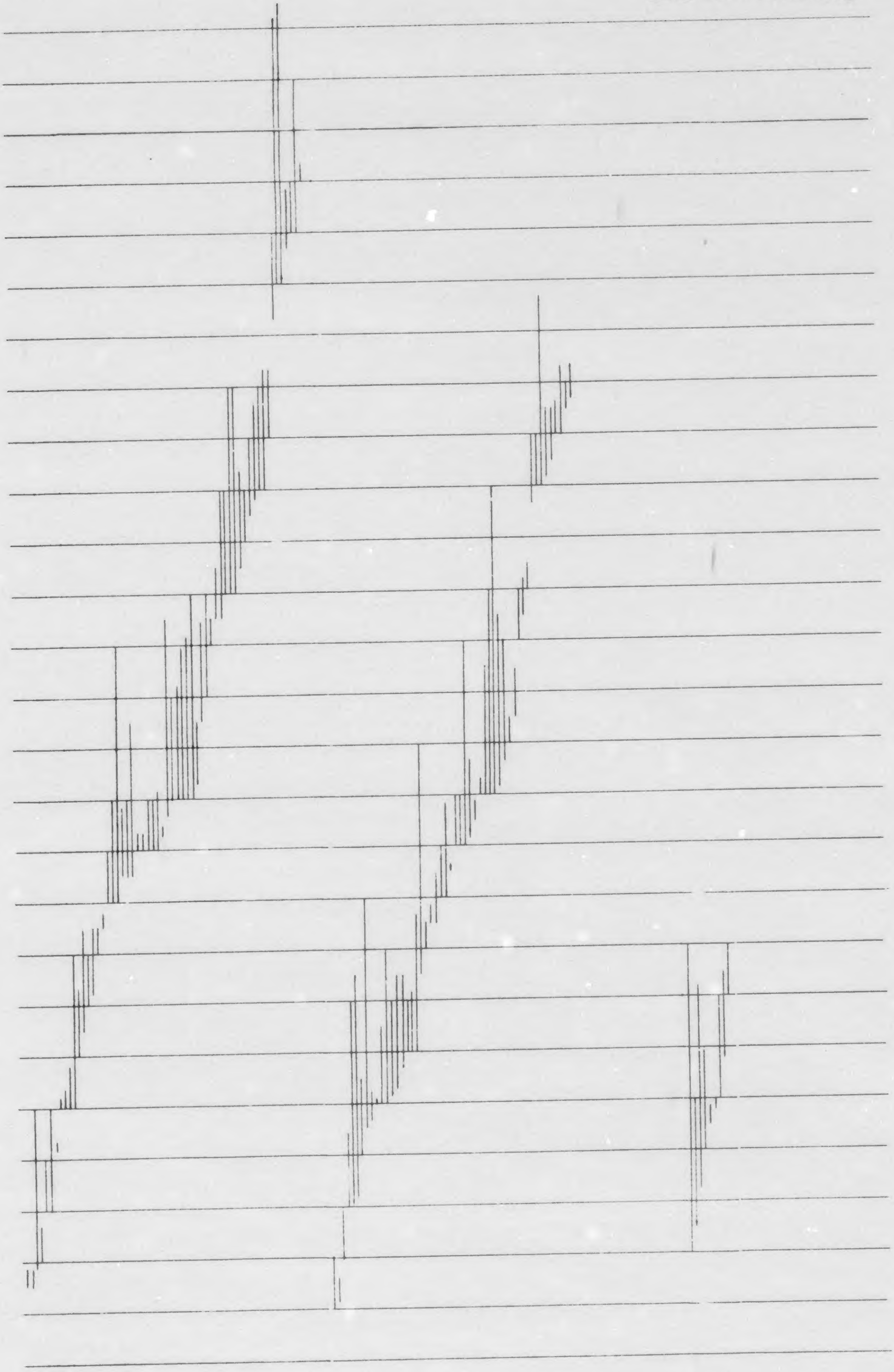
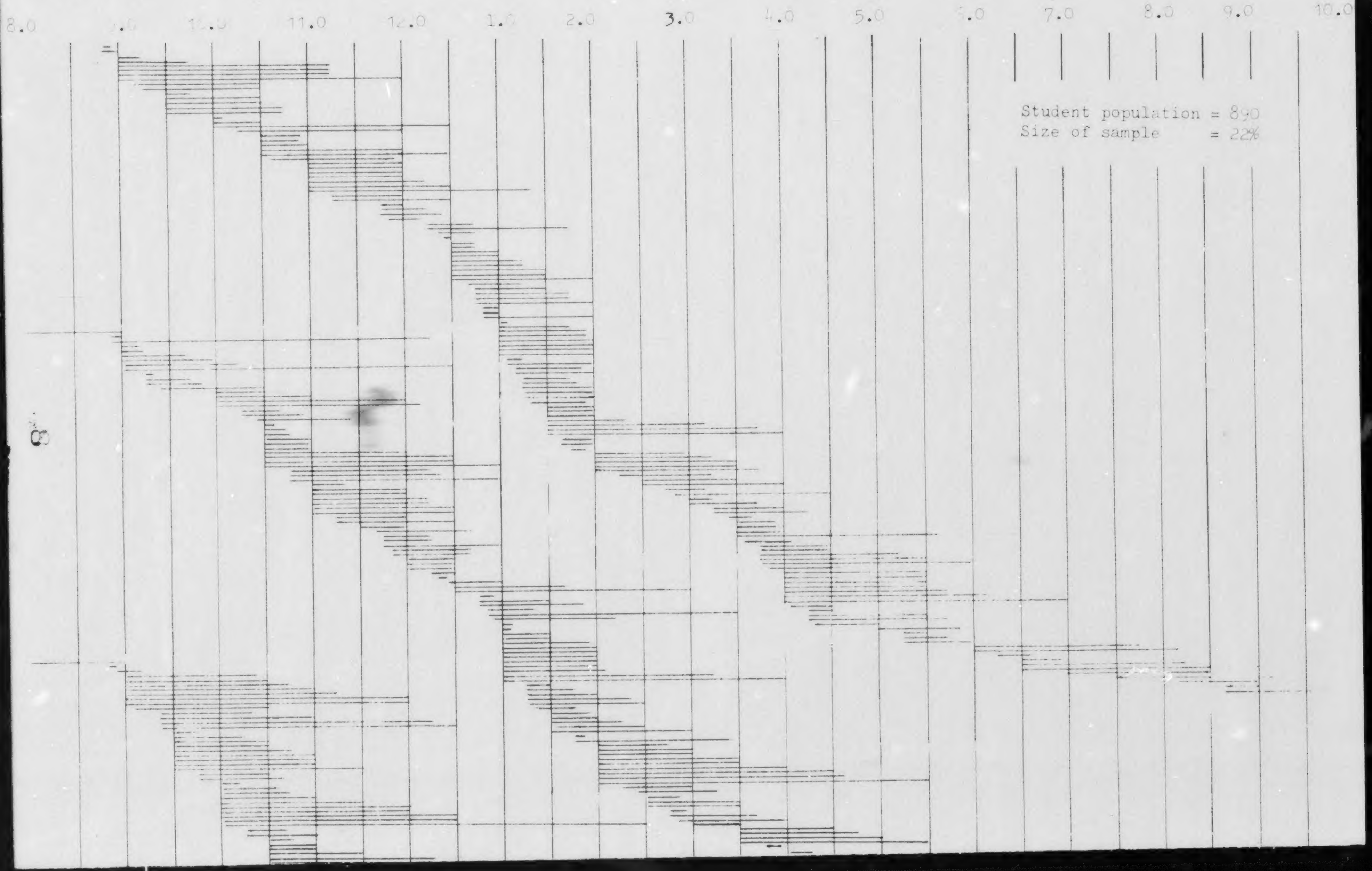
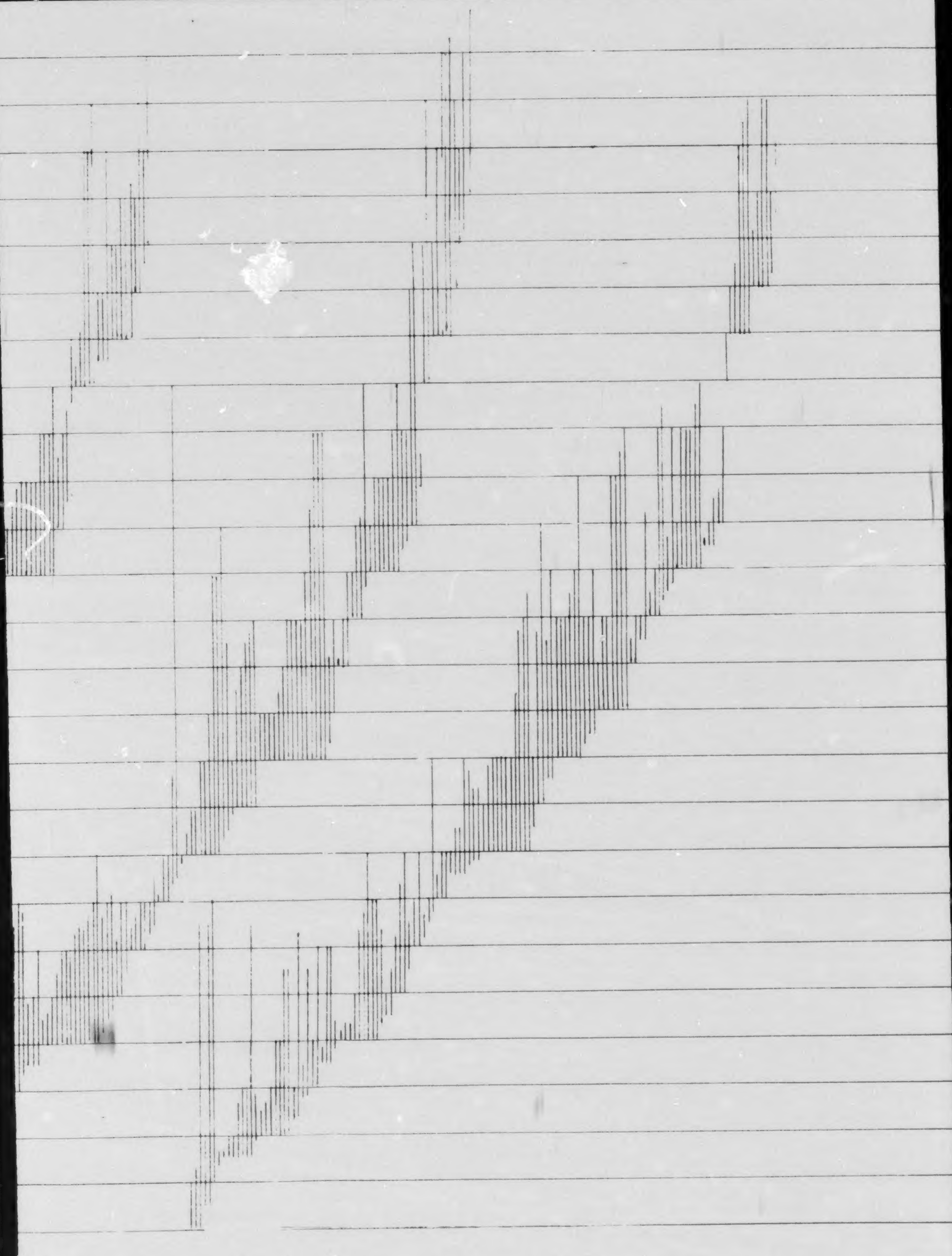


TABLE 11 NEEDLE CHART showing one week's library use

COLLEGE E





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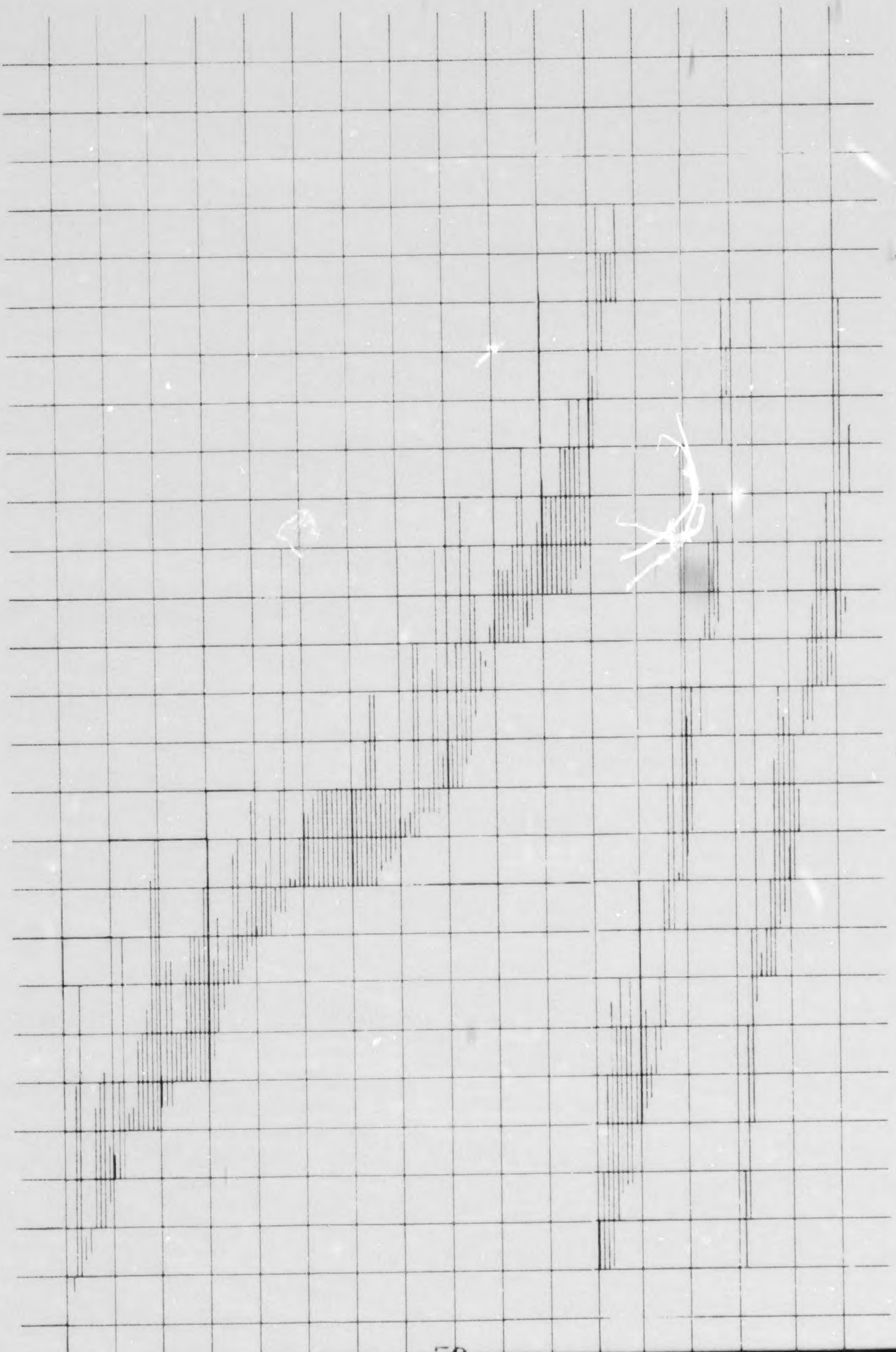

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Appendix III A.1

Percentages of actual expenditure in different categories of College A in 1969 and 1970

From the order cards a count was made in two parts of total costs, and the amount of duplication in each department or sector of of selection. All the cards were examined for the first half of the year, and the result compared with a 1 in 4 sample from the second half of the year. The overall proportions of the 2 samples are close, and if the 2 are added together we believe we have a fair picture of the proportions spent both by different departments and overall. Some departments are late in spending money, others spend it within the first few months of the financial year, some are slower than others at dealing with new materials - hence there are differences in individual departments, but the overall division is unaffected. A further check was made for the financial year 1970/71, when a record was kept of all items purchased through the Education Committee for which a card order system operates. The results are shown on the Table below. Because the amount of extra work had to be kept to a minimum it was not possible to include any publications ordered direct by the library and these include items of all types, though probably a large proportion of category B (current year's non NNB and foreign items) are obtained this way - hence the difference in this category between 1969/70 and 1970/71. The purchase of school services items in 1970/71 was much less concerned with retrospective buying and shows proportions more typical than in 1969/70. This difference has only a very small effect on the total in column 4.

TABLE.1 PERCENTAGES OF ACTUAL EXPENDITURE ON BOOKS AT COLLEGE A IN 1969 AND 1970

Category	1 AMERICAN STUDIES SOCIOLOGY EUROPEAN STUDIES		2 TOTAL FOR REMAINING SUBJECT DEPARTMENTS		3 SCHOOL SERVICES •		4 TOTAL OF 2 AND 3		5 OVERALL TOTAL OF 1 + 2 + 3	
	1969	1970	1969	1970	1969	1970	1969	1970	1969	1970
A. Current year BNB items	29.31	14	40.03	42	25.29	58	39.08	43	36.85	38
B. Current year FOREIGN & NON BNB	.96	5	6.72	1	4.48	0	6.70	1	5.28	1
C.1,C.2,C.3 RETROSPECTIVE	69.71	81	53.23	57	70.21	42	54.20	56	57.85	61

• i.e. Children's books and text books.

At the time of this survey there were three relatively new departments in the college, Sociology, American Studies and European Studies, i.e. Studies in the language and literature of France, Germany and Russia. Part of their bookgrant was a capital one enabling them to build up their stocks and, therefore, includes a larger proportion of retrospective items than the other sectors of selection. For the purpose of establishing the relative proportions of the different categories it seemed best to omit these three departments which had not reached a position of stability in proportionate purchasing and also because many colleges do not support studies in these fields. American Studies

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inevitably require many American books, and European Studies many foreign publications, so for this reason also these three departments are different from others.

It may be thought that these proportions may not be reasonably constant from year to year or from college to college. Cooperating colleges were asked wherever possible to keep records for the whole or part of the year 1971/2 on the same lines as at College A. The following table shows the percentage results obtained compared with College A's results for two years.

TABLE 2. PROPORTIONS OF CURRENT BNB AND OTHER CATEGORIES IN 7 COLLEGES

	A= Current year BNB %	B = Current year foreign & Non-BNB %	C Retro-spective %	A+B %
College A 1969/70	39	7	54	46
" " 1971/72	43	1	56	44
College B (April-Sept.1971/2)	34+	4	62	38
College C 1971	45+	4	51	49
College D 1971/2	36	6	58	42
College E 1971/2	43+	13	56	43.3
College F (latter half of year 1971/2	45	8	47	53
College H. Oct-Feb.1971	25	75		-

+ includes a small number of British items not in BNB

In this table A + B represents the proportion spent on material current to the year in question. It will be noticed that when the full year is included a higher proportion of money is expended on current publications. Colleges have differing ways of selecting and some wait longer for reviews or find out later than others about new books. Comparable figures are not available from College G but its current and one year old expenditure on BNB items in July/August (at the beginning of its financial year) was 52% of the total compared to 51.1% by College A in 1969/70. For BNB items two years old it was 5.9% compared to College A's 4.9% and for retrospective items older than two years and current non-BNB items it was 42% compared to College A's 44%, thus showing very close correspondence, though the proportion of BNB items from the current year and the year before was different because the purchases did not spread over the whole year. College H's figures show a larger proportion of books bought from years earlier than the current one, and selection must be much longer delayed than is usual. If averages are worked out for the two years at College A, and Colleges B,C,D,E and F the proportions for A, B and C are 41%, 4% and 55% and A + B is 45%. Since the variations from this are not very great in any of these colleges we have used these proportions in calculating the formula.

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Appendix III A 2

Proportion of expenditure on current year's production of new items in that year and in later years

We investigated, by means of a 1 in 4 sample of the orders made in College A in 1970/71, the proportion of total expenditure on items in 1970 BNB (the current year), 1969 BNB (one year later) and 1968 BNB (two years later). The result is given below in Table 1.

TABLE 1.

	Total cost	% of total
1968 BNB items	£493	4.5
1969 BNB items	1,361	12.5
1970 BNB items and other items	9,146	83.0
Total	£11,000	100

A check was made of the 1971/2 orders made by College A direct to the local authority who are themselves booksellers with the following results for all departments excluding American Studies, European Studies and Sociology.

	£	%
1970 BNB items	2,086	24
1971 BNB and other items	6,697	76

These figures show a somewhat different proportion to the 1970/1 orders, but excluded many items purchased direct or obtained on approval, and are certainly not as fully representative as the 1970/71 figures.

A check was also made at College F for a fair proportion of their book expenditure in 1971/2 and the results very closely correspond to College A's.

	£	%
1969 BNB items	121.91	5.4
1970 BNB items	297.98	13.2
1971 BNB items and all other items	1,831.11	81.6

It was not possible to check these proportions in the other colleges because they could not all be asked to undertake the very great amount of extra record keeping. However, in Table 2 of the main report, it will be seen that 58% of College A's total expenditure is for books in BNB of the current year or the two previous years. At College D, 69% was spent on BNB items from the current year and all previous years, but this is a new college still building up its stock. In College G, proportion for current year and two previous years was 57.9% which is very close indeed to College A's 1970/71 figures. College F's figures also are very close to College A's 1969/70 total purchase figures and, therefore, reinforce our conclusion that the most reliable proportions to follow are the 1970/71 figures for College A which represent the analysis of the largest total expenditure in a well established college which already has a large bookstock.

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Appendix III A.3

Definitions used in A, B and C of the claims form

In consultation with colleagues in departments, and after discussion with librarians and colleagues in other colleges, we arrived at the following definitions used in the formula relating to Sections A, B and C.

A subject is any area of study which has its own separate set of syllabuses, courses and examinations, and board of studies and requires a substantial separate corpus of literature.

An option is any substantial area of study within a subject which has a separate means of assessment and allocation of teaching time and continues for a whole year, and which requires a separate provision of library material over and above that provided for the subject in general. These are most common in the 3rd and 4th year. The first such option is regarded as the basic course, and does not qualify in the section for any addition under A4, B4 , C2 or C5.

In some departments an option may be made up of several successive different portions which do not each last for as long as a year. To cover the spread of materials then required the first group taking a course of such successive portions should be ignored, and any additional separate group which takes such a course should count as one additional option.

So as to allow for the requirements for special individual studies in the 3rd or 4tn year, every 10 special studies expected beyond the first 10 will count as equivalent to an additional option.

In Sections A5, B5, C3 and C6, A group of students is any group of students of 12 or fewer in addition to the first 12 all of whom take the same option or alternative course in any subject and would normally be taught together and be undertaking the same individual assignments at the same time, thus leading to a requirement to duplicate essential titles in the library stock.

Consultations and the further investigations in the 1971/2 expenditure at College A produced the following list of subjects regarded as more book based than average, or considerably above average unit cost.

Subjects more book-based than average
American studies, English, Geography, History, Language and linguistics (if separate from English), Modern Studies, Psychology (if separate from Education), Religious Studies and Sociology.

Subjects 25% above average unit cost
American Studies, Art and Design (has double points allowance i.e. Certificate 15 points and B.Ed. 11 points), Drama, Education, English, Language and linguistics (if separate from English), Music, Psychology, (if separate from Education), Reference and bibliographies, and Sociology. History and P.E. also came within 6p. of 25% of the average unit cost and should in our view also therefore count as high cost subjects. Science could be included according to college circumstances.

The Table overleaf gives the analysis of College A's expenditure in 1971/2 with departments 25% above average unit cost underlined. 25% above average unit cost is £2.19.

		Total money £	No. of items bought	Unit cost £
1.	American Studies	767.54	335	2.29
2.	Art & Design•	590.26	192	3.07
3.	Children's Books & Textbooks	736.01	817	0.90
4.	Compensatory Education	103.03	65	1.58
5.	Curriculum Studies	132.97	242	0.54
6.	Drama	263.47	115	2.29
7.	Education	1,672.79	735	2.27
8.	English Studies	900.82	384	2.34
9.	European Studies	471.93	317	1.48
10.	General Background	218.40	136	1.60
11.	Modern Studies	62.95	35	1.79
12.	Geographical Studies	596.96	341	1.75
13.	Historical Studies	790.08	364	2.17
14.	Mathematical Studies	438.87	406	1.08
15.	Musical Studies	65.15	25	2.60
16.	P.E. (Men and women)	349.54	164	2.13
17.	Ref. & Bibliographies	228.36	88	2.59
18.	Religious Studies	645.51	543	1.18
19.	Scientific Studies	862.37	463	1.86
20.	Sociology+	531.89	214	2.48
21.	Teaching of severely sub-normal	125.78	68	1.84
		10,604.78	6,059	1.75

• This figure, being 75% above average unit cost supports a double increase in points allowance.

+ Excludes some Bobbs Merril reprints of periodical articles.

Investigations were also made at College G and it was found that the overall average cost of reference books was made untypical by the purchase of a very expensive encylopaedia and they have, therefore, been excluded from the following. Analysis shows that if the cost of books for lending for main library are examined by subject in relation to the overall average unit cost for main library lending books bought July-December, 1971, the following subjects were 25% or more above average; Art, Geography, Music, and P.E. and English and Science were almost 25% above; Art books were 105% more than the average unit cost. All these subjects are included in our list of above average unit cost except for Science and we regard this as a borderline case - some colleges regard it as 25% above average, others not as much as this.

Appendix III A.4

Details of how the formula was applied in the eight cooperating colleges

Table 1 shows how the weighting we arrived at in discussion works out for all eight colleges. The percentages of the total represented by Certificate Studies, section A, varies from 22% to 33%, depending on the spread of subjects and the amount of college work in A, C, D, E, G and F. Likewise, B.Ed. work Section B, varies from 12.9% to 19.9%, College A having the largest volume of B.Ed. work in number of subjects and options and numbers of students involved. Of course, the fewer the number of B.Ed. students the greater the cost per head of library provision, e.g. at College A the additional cost for B.Ed. is £12 per head in all years, at College H, £118, because several subjects are offered and have to be supported by library materils irrespective of numbers taking courses. The medium sized and small colleges offer B.Ed. courses in many subjects - College D having as many as College A for instance, though only just over half its size, and Colleges E and F also claim a large number of points because of the number of B.Ed. courses offered. The different points value assigned to subjects according to bookishness and high cost is acceptable to all colleges. Section C, Education and professional studies, varies from 17.15% in the largest college (A) to 24.1% in College G, since it must occupy a larger part of the total work in a smaller college where all students take this but the spread of subjects and options in other subjects is less. Section C also varies according to the number of students taking B.Ed. in education. Section D, H and I are fixed by agreement. Three colleges claim under E for additional courses, where, we felt it wise to differentiate in points allocation between 1 year and 2 year courses, giving 15 points for 2 year and 7½ for 1 year courses. Two colleges claim under F for specialist courses. We have already discussed the varied proportions arising from School Services materials under G, which form an important college requirement. The effect of size expressed in J bringsa considerable reduction for the largest College A and from 4% to nil for the other colleges. The geographical isolation factor K has a very considerable effect for College H which is the most isolated and has to be the most self sufficient. Colleges A and F receive no addition as they are very well placed near other excellent libraries. The other colleges vary from + 2% to + 10%. College C is the only sample college which claims for outpost libraries including a separate teaching practice library in an isolated area.

Table 1 also shows in the third column what percentage of the total claim arises out of spread of options, special studies and groups pursuing the same course in parallel, which necessitate multiple copies. The total varies from 11.8% to 25.25% in the largest college (A), where these factors are most important and reflects the methods of teaching and variety of courses offered.

From this information an attempt was made to convert this part of a college library's need to a formula which depended on student numbers. By experiment it was found that if 12 points is given to every 50 students beyond the first 400 we achieve the closest approximation to the results of the full formula including the options, special studies and groups elements..Line X in Table 2 shows the full formula where available, and line Y the results of applying this per capita element in all eight colleges. It will be seen in the tenth column that the largest addition made by Y compared to X is £770 and the largest deduction is £968, and for the other colleges the difference varies from NIL to + £242. These are small amounts and the majority of our eight librarians support the use of this second simpler formula for which is needed the simpler claim form shown in Table 7 of the main report.

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TABLE 1. CELRP BOOK GRANT FORMULA. SUMMMARY OF INFORMATION RECEIVED FROM ALL CO-

	College A			College B+		College C			College D		
	Pts.	%	%	Pts.	%	Pts.	%	%	Pts.	%	%
A. Certificate Courses											
1, 2, & 3	189	17.29		193		141	20		187	21.90	
4	56	5.12	10.16			28	3.97	6.1	8.25	0.97	3.08
5	55	5.04				15	2.13		18	2.11	
Total	300	27.45		193		184	26.10		213.25	24.98	
B. B.Ed. Courses											
1, 2, & 3	151	13.82		137		103	14.61		150	17.56	
4	42	3.84	6.08						6.5	0.76	0.88
5	24.5	2.24							1	0.12	
Total	217.5	19.90		137		103	14.61		157.5	18.44	
C. Education professional curriculum studies											
1	50	4.57		50		50	7.09		50	5.85	
2	45	4.12	6.04			45	6.38	8.51	33	3.86	5.73
3	21	1.92				15	2.13		16	1.87	
4	32	2.93		32		32	4.54		32	3.75	
5	24	2.19	2.97			3	0.43	0.43	18	2.11	2.11
6	8.5	0.78				-	-			-	
7	7	0.64		120+		2	0.28		-	-	
Total	187.5	17.15		202		147	20.85		149	17.44	
TOTAL A+B+C	705	64.50	25.25	532		434	61.56	15.04	519.75	60.86	11.8
E	15	1.37				30	4.25		60	7.03	
G per level	56			56		56			56		
per 50 students		7.96			8.46		10.64			8.55	
	31			17		19			17		
D	66	6.04				41	5.82		49	5.74	
F	16	1.46									
H	134	12.27		204	25.37	82	11.63		100	11.71	
I	70	6.40				43	6.10		52	6.09	
Total	1093	100		804		705	100		854	100	
J	-109	-10		-32	-4	-28	-4		-26	-3	
Total	984			772		677			828		
K.	Nil			+77*	+10	+68	+10		+17	+2	
L	Nil					22					
Total	984			849		767			845		
TOTAL at £22 per point	£21648			£18678		£16874			£18590		

* half the normal allowance because this is a day college in an urban area.

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OPERATING COLLEGES (IGNORING A.V. MATERIALS AND INTERLOAN AND PHOTOCOPYING COSTS).

College E			College F			College G			College H	
Pts.	%	%	Pts.	%	%	Pts.	%	%	Pts.	%
159	21.84		167	27.83		89	16.76		94	
29	3.98	6.73	11	1.83	5.16	27	5.08	5.08		
20	2.75		20	3.33		-	-			
208	28.57		198	33		116	21.84		94	
77	10.58		89	14.83		64	12.05		75	
17	2.33	2.33	5	0.83	0.83	26	4.90	4.90		
				-			-			
94	12.91		94	15.67		90	16.95		75	
50	6.87		50	8.33		50	9.42		50	
36	4.95	6.32	21	3.50	6.17	15	2.82	5.27		
10	1.37		16	2.67		13	2.45			
32	4.39		32	5.33		32	6.03		32	
12	1.65	1.65	3	0.50	0.50	15	2.82	2.82		
-	-		-	-		-	-			
4	0.55					3	0.56		12+	
144	19.78		122	20.33		128	24.10		94	
446	61.26	17.03	414	69	12.66	334	62.90	18.07	263	
56	10.16		28	7.17		56	13.18		42	12.29
18			15			14			9	
42	5.77		35	5.83		31	5.84		101	24.34
36	4.95		-			-				
85	11.67		71	11.83		63	11.86			
45	6.18		37	6.17		33	6.21			
728	100		600	100		531	100		415	
-29	-4		18	-3		-10	-2			
699			582			521			415	
+35	+5		Nil			+25	+5		+83	+20
Nil			Nil			Nil				
734			582			546			498	
£16148			£12804			£12012			£10956	

\+ the figures given for these 2 colleges exclude points for options and groups and instead use an allowance of 12 points for every 50 students beyond the first 50 students beyond the first 400 to cover this element in Sections A, B and C.

(See Table 5. Section 18, concerning geographical isolation.)

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TABLE 2 Effect of points allocation and total fund of 2 alternatives, ignoring AV materials and interloan costs.

College	Total of	A1,2,3 + B1,2,3 + C1,4,7+ D-I	A4 + A 5	B4 + B 5	C2,3,5,6	Last 3 columns	Points A - I	£ Claimable A - I	£ Difference compared to X	£ Claimable A- L	£ Claimable by DES formula 1971/2	£ Claimable by LA/ATCDE formula updated to 1971/2
A	X	817	111	66.5	98.5	276	1093	24046		21648	13501	18757
1550 Students	Y	817				276	1093	24046	NIL	21648		
B	X											
930 Students	Y	684				120	804	17688	-	18678	9536	12384
C	X	599	43.25	-	63	106.25	705	15510		16874	9759	12632
970 Students	Y	608				132	740	16280	+770	17676		
D	X	753	26.25	7.5	67	101	854	18788		18590	8907	13011
875 Students	Y	756				108	864	19008	+220	18706		
E	X	604	49	17	58	124	728	16016		16148	7211	11296
876 Students	Y	588				108	696	15312	-704	15422		
F	X	524	31	5	40	76	600	13200		12804	7294	9494
780 Students	Y	527				84	611	13442	+242	13039		
G	X	425	27	26	43	96	531	11682		12012	8130	10007
720 Students	Y	415				72	487	10714	-968	11025		
H	X											
445 Students	Y	403				12	415	9130		10956	5091	7352

X shows use of points allocation by options and groups
Y by student numbers at 12 points per 50 students beyond the first 400; for colleges B and H calculations are only possible on line Y

Appendix III A.5

Letter sent to heads of all departments and sections to acquire necessary information

Memo to Library Agents

From the Librarian

Library Bookfund 1972/3

Next term Committee 3 will be considering the fairest allocation of the funds which will be received after estimates are finally approved for 1972/3. Last time this was done the Committee agreed to collect further essential information so that it could make the best possible judgment. CELRP has also done much work on desirable bookfunds and their allocation and we hope to present in time for this discussion those findings which would be useful in this connection. This involves trying to measure the spread of subject studies and the number of students doing the same work at the same time, which affects multiplication of copies.

To help us obtain this information could you kindly complete the attached form, making this information apply to the students which you have in your department this year. It would be easiest to complete one of these forms for each division of your work (or subject) which has its own separate set of syllabuses, courses and examinations, and board of studies and which requires its own separate corpus of literature. If you need more copies please let me know.

In arriving at a reasonable, accurate measure of the number of groups taking options which require separate provision of library materials we would like you to state first of all how many options which last for a whole year are being taken by students in 1971/2.

We define an option as a substantial area of study which has a separate means of assessment and allocation of teaching time and continues for a whole year, and which requires a separate provision of library material over and above that provided for the subject in general. This is most common in the 3rd or 4th year. If there is only one such option, please state this. Secondly, in some departments an option may be made up of several successive portions which do not last for a whole year. To cover the spread of materials which this requires we are asking you to state the number of groups working in parallel in any year who pursue a course made up of alternative portions. Please indicate what subject areas the portions cover. Departments may have some courses of each type, or of one type or the other.

To measure the requirements in materials of special studies we are asking you to state the numbers of these expected in 1972 from 3rd or 4th year students. We will equate 10 such studies with 1 option lasting for a year as a measure of literature requirements.

We define a special study as a substantial, individual piece of work which may or may not include a long essay, undertaken in the 3rd or 4th year, upon which depends a considerable part of the student's assessment in the subject for that year.

I you feel that the information you have supplied does not adequately cover the requirements of your courses, please add further notes. We are seeking information from the Curriculum Unit about materials needed to support curriculum needs of all kinds including method courses conducted by subject departments.

It would be very helpful if this information could be supplied by 14th January 1972. Please add further sheets if we have not left room for all you want to say.

Many thanks for your help.

Librarian

3rd December 1971.

EXAMPLE OF RETURN MADE BY THE ENGLISH DEPARTMENT

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LIBRARY BOOK GRANT ALLOCATION 1972/3

Please make your return apply to the students you have in this academic year.

1. (a) Number of Certificate (Main) students taking your subject.

First Year 92   Second Year 45   Third Year 55

(b) Names of all the options in your Certificate Syllabus which last for a year in any year group, and the numbers of students taking them.

	State Year	No.of Students	Name of options	
1	3rd	55	Shakespeare and his Age.	
2	3rd	55	The Language of the Age of Shakespeare	
3	2nd		Chaucer to 1660 (excluding Shakespeare)	
4	2nd		1660-1798	(N.B. These options last
5	2nd	Total of	1798-1840	for $1\frac{1}{2}$ years. Students choose two)
6	2nd	45 x 2	1840-1914	
7	2nd		1914- Present Day	
8	1st	92	An Introduction to Language	

(c) Groups in the same year taking alternative courses and numbers of students in each group where the parts of the course are shorter than a year.

	State Year	No. in group	Please name the successive portinn of the course for each group
1	1st	32	Children's Literature
2	1st	20	Creative Writing and Experimental Literature
3	1st	21	The Short Story
4	1st	19	Film
5	1st	92	An Introduction to Literature
6	(Rest of 1st Year courses included above in 2nd year courses)		
7			
8			
9			
10			
11			
12			

(d) Number of special studies undertaken in 3rd year 48

Any comment?

2. Number of Subsidiary Students

First Year 77 Second Year 35

Names of all options lasting for a year in your Subsidiary Syllabus and numbers of students taking them.

State Year	No. of students	Name
1 2nd		Chaucer - 1660 (excluding Shakespeare)
2 2nd		1660 - 1798 (Students choose two courses)
3 2nd	Total of	1798 - 1840
4 2nd	35 x 2	1840 - 1914
5 2nd		1914 - Present Day
6 1st	77	An Introduction to Language

3. (a) Number of B.Ed Students

2nd Year 76 3rd Year 45 4th Year 31

(b) Names of all options in your B.Ed. syllabus which last for a year in any year, and the number of students taking them.

State Year	No. of students	Name
1 2nd	76	Modern English Structure and Usage
2 2nd	76	Selected Literature Texts
3 3rd	45	The Age of Shakespeare
4 3rd	45	The Language of the Age of Shakespeare
5 4th	6	Aspects of Pre-Shakespearean Literature
6 4th	30	Aspects of Nineteenth Century Literature
7 4th	23	Aspects of Twentieth Century Literature
8 4th	3	Language

(Students choose two 4th year courses)

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(c) Groups in the 2nd, 3rd or 4th year taking alternative courses, and numbers of students in each group, where the parts of the course are shorter than a year.

State Year	No.in group	Please name the successive portion of the same course
1		
2		
3		
4		
5		
6		
7		
8	NONE	
9		
10		
11		
12		

(d) Number of special studies undertaken.

2nd year: NONE 3rd year: NONE 4th year: 31

Any comment?

4. Please add below any points which you think the Committee should know about, which add to, or reduce your requirements from the bookfund since the last percentage allocation, together with any other Points not covered above.

----

5. Have you any recommendations to make concerning the purchase by the library of non-book materials for use by students and staff?

No

Many thanks for your help.

Librarian

Appendix III A.6

Allocation of bookfund in College A for 1972/3

Memo to Library Agents. From the Librarian.
9.3.72.

I enclose a copy of the report which was received by the Educational Resources Committee at its meeting yesterday. It was decided to adopt the percentages recommended in the centre column of Table 7 at the end of the report.

Members of the Committee will be explaining to you the reasons behind our decision.

I should be pleased to answer any queries.

Librarian

(N.B. The allocation recommended by the Committee was later approved by the Academic Board).

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1972/3 BOOKFUND

Librarian's Report and proposed allocation

1. High average cost and 'bookishness'

The following areas were found to be 25% or more above the average unit cost in our survey of books which library agents and research staff thought we should have bought from BNB 1969 annual volume: American Studies, Art and Design, Geography, History, Music, Sociology and Reference and Bibliography.

Books purchased via the local authority publications section in 1971 up to 25th February were also tabulated and unit costs examined. The attached table (this omitted because it appears in Appendix IIIA 3) gives the results. The following areas were found to be 25% or more above the average unit cost: American Studies, Art and Design, Drama, Education, English, Music Reference and Bibliographies, and Sociology. History and P.E. also came within 2p. of 25% of the average unit cost, and should in my view also, therefore, count as high cost subjects. Art and Design unit costs are so much above the average (75%) that a double extra allowance needs to be made for this in allocating points (i.e. 15 points instead of 10 for Certificate, 11 instead of 8 for B.Ed., with points for options corresponding). The list from the 1971/2 unit costs has been used for assigning points. A further important consideration agreed by all our colleagues in our research is the fact that some subjects are more book-based than others. In the more bookish subjects the data for the study of the subject is chiefly to be found in printed books or periodicals. The following subjects have been considered to be more book-based than average - American Studies, English, Geography, History, Modern Studies, Religious Studies and Sociology.

2. Other main factors in allocation

In Table 2 are given the results of tabulating information sent in by all departments, giving number of options, special studies or equivalents, and number in groups pursuing the same course in the academic year 1971/2 for which facts are available. These factors have been given a points weighting in accordance with a formula developed during the CELRP's research on desirable expenditure by departments from BNB 1969 annual volume in which library agents cooperated, and subsequently in discussion with librarians in other colleges and further investigations here. The attached Table 3 gives the details of this formula, and the definitions of subject, option, group etc. used in the calculations. (This part omitted here as it appears earlier in Appendix III A.3) An explanation of how these points are awarded is given later in this report.

It seems to me right that subject departments should continue to recommend purchase of teaching method and curriculum material and '3rd. area' materials to support the courses which they give and the specialist areas they supervise while on teaching practice. This will continue to be covered therefore in the funds allocated to them. Likewise the library looks after funds used for the purchase of textbooks, children's books and materials used in schools, and I am proposing an increase in these funds (see later). We welcome suggestions for purchase from any member of staff or departmental head of library agent in this area. Audiovisual materials and periodicals needed by departments, Education and Curriculum studies are provided for under other headings which, as in previous years, we have put above the line and have not divided between departments.

There remain to cover, therefore, all theoretical and professional or 3rd area studies provided by the Education Department and any curriculum and educational technology printed materials not already covered above.

To meet the needs of the Education Department and the Curriculum Unit I set aside 11.5% for Education and 5% for Curriculum. This rearrangement of approximately the same percentage of funds as was agreed last year was confirmed

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by our research as desirable here and in other colleges. I am pleased to say that the heads of these two departments have agreed in advance to this re-arrangement.

I suggest that this be tried experimentally for a year and then reviewed. The Curriculum Unit could appoint a library agent through whom all book order cards would be passed to me or to my deputy and to whom we would pass all advertising and informational matter concerning curriculum materials. Curriculum matter concerning one subject only would be sent as at present to the library agent in that department. The effect of this proposal can be seen in Section B of Table 2, where general and B.Ed. funds are put together, giving 11.5% to Education and 5% to Curriculum altogether.

The areas in Section D of Table 2 have been allocated percentages in according with previous experience and what CELRP research recommends. In the field of children's books and textbooks I feel the percentage should be increased from 6% overall to 7.5% because:

(1) there are new curriculum developments which demand new material for use in schools, and we must have the best to show to students and to let them take to schools. Many of these are multi-media approaches and very expensive, e.g. first two parts of the Penguin Primary Project, cost £44. Decimalisation and metrication requires the change of many science and mathematics children's books and textbooks in the next financial year.

(2) the original stock is receiving very heavy use and needs replacement on an increasing scale.

(3) the effect of more interest and experiment in curriculum studies is to enlarge the demand in this area.

(4) the courses on children's literature keep growing in popularity and require duplication of more titles and the addition of new titles.

In the field of reference books and bibliographies which has been shown both in 1967 and 1971 to be a high cost area, we have found funds have not been adequate, and departments have been asked to pay for reference materials in their fields. A good collection of reference books and bibliographies helps to bring out the best in the library stock, to make book selection more successful and to suggest items which readers may obtain in other libraries. Price increases are particularly great in this area. I have, therefore, proposed an increase from 3.7% to 5.5% Periodicals at 12% (from which all departments receive payment for periodicals they recommend,) and binding and replacements at c.6% are in line with previous years' allocations, and appear above the line in Table 7 in the allocation. A slight reduction is proposed in the percentage for general background and local studies (D.20 in Table 2), from 2.6% to 2.5%. There is much reprinting of important local material being carried out and we must now miss acquiring these items.

A slightly increased percentage is proposed for Compensatory Education because a new part time diploma course for 20 students is to start next October. The other specialist course, the SSN Unit, is given a similar percentage with which the lecturer in charge will be happy - much of their material is to be accounted for in the expenditure on periodicals.

3. Proposed Allocation in Section A.

When the areas in B, C, and D have been dealt with in this way there remains 65.6% of the allocation below the line on Table 7 to be allocated. Table 2 shows the effects of giving weighting by means of points to the options, (or successive studies), special studies, and groups beyond the first 12 taking

the same course. The number of points given for an option or equivalent is greater for bookish and high cost subjects, as well as the original basic allocation. The definitions in Table 3 (omitted here as we have given them earlier), show how we have defined a subject, an option and a special study. When the results of this weighting is interpreted as a percentage the figures in the first percentage column on the right result. Next to them are placed the overall percentage figures which were used in 1971/2 when general fund and B.Ed. fund are combined. The differences are not very great and seem to show that our allocation last year broadly reflected the needs shown by the more detailed investigation made this year. The footnotes to Table 2 show how some special considerations were incorporated.

Because the requirements of the course for teachers of Severely Sub-normal children have to be included in this allocation for the first time below the line, and there are increases in the percentages for Compensatory Education, children's books and textbooks, and reference books and bibliographies, there is c. 5% less to distribute to the headings A1-14. Thus on average all these are slightly reduced.

When the curriculum responsibilities of departments are considered (see the last points made by departments in Tables 4 and 5), it seems to me that the following departments have a load well above average and, therefore, merit a further weighting: Art, Maths., P.E. and Science. English, having a large allocation has, in my view, already received sufficient weighting. In the final column of Table 2 an addition of .25% is made to these departments, and all the rest are reduced by .1%. This extra weighting will help departments to buy materials necessary for curriculum work other than children's books, textbooks and audiovisual materials (which are provided for elsewhere).

The result of applying the additional weighting is shown in the final percentage column on the right of Table 2.

This column represents the result of taking all the chief considerations known to me from information received. The Committee should consider whether to adopt these percentages for the coming financial year. Most departments, as mentioned earlier, would receive a slightly smaller percentage, one would be increased by more than 1% (English) (+1.3%), five would be decreased by more than 1% (Geography , History, Religious Studies, Science and Sociology). In fact since the value of 1% of the bookfund is likely to be £150 instead of £121 in 1971/2, these departments would actually receive little less money next year, though of course we asked for more money because of the increase in book prices. An alternative which I prefer, would be to reduce English almost to its former level at 8.35% and distribute the balance to Geograhy, History, RK, Science and Sociology of .25% each, making them respectively, 4.95%, 5.85%, 3.95%, 7.3% and 5.25%. It could be argued that our methods of weighting over-reward a large department such as English. One would expect some economy from sheer size to be possible. The Religious Studies department will be receiving a small capital grant (£50) also. Perhaps also the lack of options in RK and Sociology courses has had too drastic an effect on the weighting.

4. Final Allocation

Table 6 summarises recommendations made in the area of audiovisual materials. For storage space reasons I do not recommend an increase in the purchase of audiovisual materials until we move into the new library, but suggestions for the purchase of non-book materials are welcomed, and the audio-visual Materials Sub-Committee will meet early in the new financial year to decide on priorities. I have, therefore, proposed the same amount for audio-visual materials(£1000) above the line in Table 7.

I cannot see that it is necessary to have a General and a B.Ed. fund separately, since our calculations have covered both Certificate and B.Ed. needs. Moreover, the amounts awarded under the present DES formula through which we claim our money bear little relation to the proportions of funds actually spent on the two areas. It would be possible, however, if the Committee wishes to retain the old percentage division for the B.Ed. funds obtained through the DES formula, and then adjust the percentages in the general fund to make the overall percentages agree with the recommendations in Table 2. Administratively, however, it would be much simpler to divide up a single fund and the result, if this is done, is shown in Table 7. As soon as actual amounts of money are approved from the estimates the percentage can be converted into money. 1% is likely to be equal to c.£150. In 1971/2, 1% was equal to £121. In our estimates we asked for a larger total sum to allow for pricc increases, hence this difference. The capital sums listed above the line in Table 7 will be allocated in addition to the percentage allowance when estimates have been finally approved. The sums in question are put in brackets by the money for 1972/3 in Table 7.

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Librarian

1st. March 1972

COMMITTEE 3. MEETING ON 8th MARCH, ITEM 4 **BEST COPY AVAILABLE**

1972/3 BOOKFUND

Herewith the report based on information received from departments with explanatory tables.

As a preliminary guide to the volume of Departments' commitments, Table 1 lists the total number of students reported at Main, Subsidiary and B.Ed. level.

TABLE 1. No. of students taking different subjects

	Department	Main			Subsid.		B. Ed.				Total
	Year	1	2	3	1	2	1	2	3	4	
1.	American Studies	15	12	11	9	11	32	37	19	9	155
2.	Art & Design	36	23	22	15	7		17	5	5	130
3.	Drama	26	22	14	28	18		22	15	5	150
4.	English Studies	92	45	55	77	35		76	45	31	456
5.	European Studies (= 3 subjects)	18	22	20	13	7	29	34	23	8	165
6.	Modern Studies				19	45					64
7.	Geographical Studies	46	11	29	34	16		25	15	13	189
8.	Historical Studies	15	17	29	13	15	61	31	24	9	214
9.	Mathematical Studies	33	12	24	20	14	12	10	6	0	131
10.	Musical Studies	12	8	7	16	16		8	3	0	70
11.	P.E. (Men and women)	52	39	32	55	20	8	21	11	3	271
12.	Religious Studies	35	15	18	18	24		11	9	7	137
13.	Scientific Studies	33	32	26	17	18	36	32	25	7	221
14.	Sociology	37	10	6	44	5		37	19	4	160

Of course all students (1550) take Education and Curriculum courses and B.Ed. students take two main subjects as well as Education in the second and third years.

In Table 2 the headings A1, 2, 3, A4, A5 etc. refer to the categories listed in Table 3, e.g. A1, 2 or 3 = Certificate basic allowance.

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TABLE 2

SYNOPSIS OF INFORMATION

A. CERTIFICATE & B.ED. STUDIES	CERTIFICATE				B.ED.			
	A.1, 2,3	A.4 No.	A.4 Pts.	A5	B.1 2,3	B.4 No.	B.4 Pts.	B.5
1. American Studies	15	6	7.5	3[a]	11	3	3.75	2
2. Art & Design[b]	15	7	8.75	2.5	11	1	1.25	.5
3. Drama	10	2	2	3.5	8	-	-	1
4. English Studies	15	6	7.5	22	11	7	8.75	10.5
5. European Studies (3 subjects)	16[d]	-	-	-	21	-	-	1.5
6. Modern Studies	10	3	3	2	-	-	-	-
7. Geographical Studies	10	7	7	4.5	8	6	6	1.5
8. Historical Studies	15	5	6.25	2.5	11	5	6.25	3
9. Mathematical Studies	8	5	3.75	2.5	7	3	2.25	-
10. Musical Studies	10	-	-	-	8	-	-	-
11. P.E. (Men & women)[e] ($1\frac{1}{2}$ subjects)	15	2	1.5	5	8	2	1.5	-
12. Religious Studies	10	3	3	3	8	5	5	-
13. Scientific Studies (= 3 subjects)	24	4	3	1[f]	21	2	1.5	1.5
14. Sociology	15	1	1.25	3.5	11	4	5	3
TOTAL	188	51	54.5	55	144	38	41.25	24.5

a. includes an addition for large increase in numbers expected in 1972/3

b. high cost increase doubled because Art & Design books are so much dearer than the average

d. no points allowed for Russian here - covered in B.Ed. column

e. allowed as $1\frac{1}{2}$ subjects because of great spread of men's and women's sports

f. includes an addition for large increase in numbers expected in 1972/3

PROVIDED BY DEPARTMENTS

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TOTAL POINTS	%	% 1971/2	CURRIC. WEIGHTING	FINAL %	ALTERNATIVE
42.25	5.5	6	-.1	5.4	5.4
39	5	5.1	+.25	5.25	5.25
24.5	3.2	2.3	-.1	3.1	3.1
74.75	9.7	8.3	-.1	9.6	8.35
38.5	5	4.4	-.1	4.9	4.9
15	1.9	1.7	-.1	1.8	1.8
37	4.8	5.8	-.1	4.7	4.95
44	5.7	7	-.1	5.6	5.85
23.5	2.95	3.8	+.25	3.25	3.2
18	2.3	1.4	-.1	2.2	2.2
31	4	4.2	+.25	4.25	4.25
29	3.8	5.6	-.1	3.7	3.95
52	6.7	8.2	+.25	6.95	7.2
38.75	5	6.5	-.1	4.9	5.15
507.25	65.6	70.3	0	65.6	65.6
B. PROFESSIONAL STUDIES					
15. Education		15.6		11.5	
16. Curriculum		1.3		5	
C. ADDITIONAL STUDIES					
17. Compensatory Education g		.9		1.4	
18. SSN Course		0		1	
D. GENERAL					
19. Children's books & textbooks		6.1		7.5	
20. General background, local studies		2.6		2.5	
21. Reference and bibliographies		3.7		5.5	
TOTAL		100.5	0	100	

g. 20 students on new part time diploma course from September 1972

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TABLE 3 Method of allocating points

A. Certificate courses	Points for each
1. Basic allocation,* number of more bookish subjects or above unit cost subjects	10
2. Basic allocation** number of subjects with both factors	15
3. Basic allocation, number of other subjects	8
4. Addition for number of parallel options beyond the first after 1st year in all main subjects. To this add one further option for every 10 special studies	for A1 1 for A2 1.25 for A3 .75
5. Addition for duplication and extension+ because of student numbers in main and subsidiary subjects. (Calculate in groups of 12 beyond the first 12, i.e. ignore first group of 12 taking any alternative)	.5
Total	
B. B. Ed. Courses	
1. Basic allocation (* see above)	8
2. Basic allocation (** see above)	11
3. Basic allocation, number of other subjects	7
4. Addition for number of options after 1st year beyond the first, not covered above	for B1 1 for B2 1.25 for B3 .75
5. Addition for duplication and extension (+ as above)	.5

(Here followed definitions of subjects, options and special studies given in Appendix III A.3.)

TABLE 4   Special Circumstances Mentioned by Departments

European Studies is still in a period of build-up as a new department. Wide reading in post-war German literature, in addition to set literature syllabus required from 1st year students as well as a project in background German studies (geographical, historical, sociological and economic).

4th year B.Ed. work in French is very inadequately covered.

Religious Studies

External examiner noted shortage of materials for B.Ed. and other students taking mediaeval church history. This deficiency is to be put right by a capital allocation above the line. (See Table 7).

P.E. Men.

Complete set of Research Quarterly on microfilm (already ordered from replacements funds 1971/2).

Science (Biology).

More curriculum work texts, workcards needed, and basic texts. Despite use of restricted loan collection students say they cannot get the textbooks they need.

TABLE 5.   Curriculum responsibilities

P.E. Health Education   65 1st. yr. J.JS,S.
100 Infants
23 3rd.yr. option

RK   More books on religious education needed.

Sociology   Curriculum requirements. 85 students requiring materials in sociology curriculum, many of whom do not otherwise choose sociology.

History   89 students doing curriculum studies.

European Studies   5 graduates likely to be taking secondary Russian curriculum course.

Mathematics   Curriculum courses require books on teaching of maths and school text books.

Science   More time given to curriculum in physics requires more books, e.g. O Level Nuffield books and teachers' guides. Chemistry has post-graduate chemistry professional course as well as other curriculum courses.

The head of the Curriculum Unit supplies the following figures for curriculum responsibilities of departments and the Curriculum Unit itself, for the 1st. year students only. Next year the 2nd. year's as well as the 1st. year's will be taking a similar number of courses. Figures refer to numbers of students.

American Studies	51	Maths	240
Art	140	Music	46
Drama	67	P.E.	294
English	281	R.E.	45
European Studies	33	Science	210
Geography	82	Sociology	62
History	74	Modern Studies	23
		Curriculum Unit	
		J.JS,S courses	1049
		I. course	128

TABLE 6. Non-book materials recommended

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Art & Design

May use history of art tapes.

History

8 more copies of Pictorial Education.
Material for curriculum work, e.g. workcards, history workshop, slides, tapes, filmstrips, records to be used (a) in lecture periods for demonstration (b) on teaching practice.

European Studies

Would like four or five sets of audiovisual language courses for loan, viz. En Avant, French through action, Longmans' audiovisual Le Francais d'Aujourd'hui and Bon Voyage (£500).

In Russian purchase is recommended of film and other material becoming available from TV Enterprises, also of some material originating with BBC educational broadcasts and Open University, e.g. Contemporary History Series, and ROSLA and after - to be available for staff and student viewing.

Religious studies, know of records, tapes, filmstrips, slides which they would like to recommend.

P.E. women More filmstrips and tapes for use on teaching practice.

P.E. men Want display charts now available on soccer, gymnastics, athletics, rugby and life saving.

Mathematics Library needs an adequate supply of work cards in maths.

TABLE 7 Bookfund 1972/3 **BEST COPY AVAILABLE**

Proposed allocation based on information received

Reserve fund	250	Total available if estimates agreed in full	17,376
Binding and replacements	1000		
Periodicals	1900	Less total brought forward	5,000
Audiovisual materials	1000	Plus estimated discount	2,475
NCET film library	100		
Special additions for B.Ed., Music and Religious Studies Dept. (Non-recurring).	750		
	£5,000		£14,851

The sum remaining after the above deductions to be divided as follows:

	Department	% 1971/2	% 1972/3	£ 1971/2	£ 1972/3	
A. 1	American Studies	6	5.4	726	802	(+£200)
2	Art & Design	5.1	5.25	613	780	
3	Drama	2.3	3.1	273	460	
4	English Studies	8.3	8.35	1000	1240	
5	European Studies	4.4	4.9	526	727	
6	Modern Studies	1.7	1.8	210	267	
7	Geographical Studies	5.8	4.95	694	735	
8	Historical Studies	7	5.85	855	869	
9	Mathematical Studies	3.8	3.2	455	483	
10	Musical Studies	1.4	2.2	171	327	(+£500)
11	P.E. (Men & women)	4.2	4.25	508	631	
12	Religious Studies	5.6	3.95	670	587	(+£50)
13	Scientific Studies	8.2	7.2	984	1069	
14	Sociology	6.5	5.15	787	765	
B.15	Education	15.6	11.5	1875	1708	
16	Curriculum	1.3	5	158	743	
C.17	Compensatory Education	.9	1.4	105	208	
18	SSN Course	0	1		149	
D.19	Children's books and textbooks	6.1	7.5	736	1114	
20.	General background	2.6	2.5	316	371	
21	Reference and bibliographies	3.7	5.5	439	817	
	TOTAL	100.5	100	12,101	14,851	

A, B, C and D refer to the sections on Table 2

APPENDIX III B

Effectiveness of book-selection

A recent survey at College A showed that 10% of failure to find books and other items was due to their not being in stock. Systematic interviews with library agents, based on the selection of British books appearing in 1969 also revealed that a fair number of important titles or new editions were unknown to academic staff even two years after publication. Objective 2 of our research is concerned to discover not only how much money should be spent on materials but also the most appropriate and effective methods of selecting those materials so that all the library's users may derive maximum benefit from its capital investment. As the present high cost of purchasing, processing and storing books and other materials increases, it would seem reasonable to take measures to ensure the wise and adequate selection of stock in the first place and a high degree of use subsequently.

As a first step in investigating the success of book selection methods, we would welcome your cooperation in providing information on procedures used, at present, in your college. To save time, we have listed below possible procedures which are sometimes used to improve the coverage and success of book selection. Would you please indicate if any of these are used in your college, and describe briefly any other methods you may use which are not listed.

It is assumed that book selection is a cooperative function of both the library staff and all members of the academic staff. The form of the questions, however, assumes that it is usual for a library 'agent' to coordinate the efforts of any one department. If this is not the case in your college, please delete library agent where it is not applicable.

W.H. SHERCLIFF, Project Director
D.M. TIPPER, Research Fellow

June 1971.

Book Selection Methods

1. Do you circulate the weekly or monthly issues of BNB among library agents/all members of the academic staff? Yes No

2. Do you use any other means (e.g. circulate extracts from weekly BNB) to bring it to their notice? Yes No
If so, please describe.

3. Do you ask library agents to scan quarterly or annual cumulations of BNB. (for missed titles)? Yes No

4. Do you make any other use of the larger BNB cumulations? Yes No
If so, please describe

5. How do you ensure coverage of American and other appropriate non-British materials?

6. Do you circulate CHOICE or otherwise ensure that library agents/members of staff see it? Yes No

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7. How do you help library agents/members of staff to find reviews in suitable journals?

8. Do you circulate copies of contents pages of journals to library agents/members of staff? Yes No

9. Do you collect and circulate
   (a) PICS cards? Yes No
   (b) Publishers catalogues and lists? Yes No

10. Do you keep a permanent file of current publishers' catalogues for use by library agents/members of academic staff Yes No

11. Does the library staff scan periodicals, HMSO lists etc. and inform appropriate library agents/ members of academic staff of likely items? Yes No

12. Do you receive accession lists from other similar libraries ? Yes No
If so, how do you bring these to the notice of library agents/members of academic staff?

13. What facilities are given to publishers and booksellers to display their materials in college?

What displays, if any, have been held in this academic year?

14. Do you solicit bibliographies and subject lists from societies and other specialists groups? Yes No

If so, how are these used for book selection purposes?

15. How much time per week do you estimate that you spend talking to library agents/members of academic staff, finding out their needs, suggesting titles for purchase, discussing priorities when funds are low etc. ?

16. Please list the sources you use for the selection of audiovisual items (if these are the responsibility of the library).

17. How do you decide on priorities within the audiovisual field?

18. What proportion of requests if any, originate from library staff?

19. For what fields are they responsible?

20. By what means either formal or informal do you check on the success of your book selection methods?

21. Have you any policy on the extent of duplication of copies? Yes No
If so, please describe.

22. Do you have any cooperative arrangement, formal or informal, with any other library or libraries which is designed to coordinate book purchasing and avoid unnecessary duplication? Yes No
If so please describe.

APPENDIX IV TABLE 1

C.E.L.R.P.

OBJECTIVE 3

PROPOSALS FOR A 12 WEEK TIME STUDY AT
COLLEGE OF EDUCATION LIBRARY, 13 SEP.- 3 DEC.1971

The aim of Objective 3 is to find effective ways of measuring the productivity of college library staffs and to consider the efficiency and adequacy of present staffing arrangements.

Introduction

As a first stage it seems best to concentrate on the question of how much staff time is required to complete the tasks assigned to the library, whether fulfilled at present or not, and to arrive at a means of measuring the main units of output of a library fulfilling all its tasks. Because time is short and the experience of L.M.R.U. seems to recommend this course, library tasks have been grouped into main activities. More detailed investigations can be conducted into the parts of the whole later if necessary.

Consideration will also have to be given later to the proportions of different sorts of labour needed for these tasks, and whether in the college library situation with the small overall numbers of staff, good allocation can be made of the right level of labour to each task. If possible, unit times for units of work output will be worked out and compared with similar figures from other colleges and from other academic libraries. If appropriate labour costs are added it should be possible to produce rough measures of relative productivity and efficiency. In due course also it is hoped to produce comparable figures in other college of education libraries, when further comparisons can be made.

It is hoped to provide libraries with

1. Tools of measurement which will enable them to show conclusively how much more/less staff time is needed as business in a certain main activity increases/declines. These changes are of course occurring mostly in an upward direction, irrespective of the size of the college as library stock improve, services become more popular, as the nature of college work changes leading to more intensive use of library services, or when new services (e.g. the provision of audiovisual materials) are offered. Staffing which is based solely on student numbers is not likely to be satisfactory. The graph shown in Part II Section 27, Tables 12-13 shows how increases in library business continue even when student numbers have levelled off.

2. The means of quantifying further staff requirements, in relation to opening hours, service points manned, tasks at present unfulfilled and any other variable factors which affect staffing.

3. The means of comparing their output and perhaps productivity with other college libraries and perhaps agreement on the normal standard times and costs for certain library operations.

We are much indebted to the papers produced by L.M.R.U. and the discussions we have had with J.L. Schofield and his colleagues in this connection. We have had to try to single out from the many work studies conducted in academic libraries those methods which will be helpful for the purposes of our particular research which is directed not only towards the productivity and effectiveness of library staffs, but to the more basic need of librarians to be able to measure their staff requirements and then persuade the authorities to give them the staff

they need. The college libraries have grown up in very cramped circumstances, and as the DES/LA Annual Statistics and the recent survey by R.M. Smith and N. Roberts*, and the combined reports of college librarians have shown, lack of staffing is one of the prime sources of difficulty in college library work.

Form 3A, Primary Activity Form, to be used as a detailed record of that activity only. Since staff will soon bet to know the code numbers of the jobs they do most frequently the form is arranged so that they have only to add times in minutes. The research staff can easily add up totals.

Form 3B, Service Point Form, for recording by all staff stationed there, of time on activities other than the prime purpose of the service point. Two copies, one for professional and one for clerical staff will be on a board for use at the counter, and one at the Readers' Advisory desk.

Form 3C, Secondary Activity Form, for recording tasks other than their primary activity, by all staff. This form allows for times to be recorded easily for all tasks which most staff took part in, (e.g. straightening), while allowing room for description of unusual tasks to which they cannot easily assign a code number.

MAIN ACTIVITIES AND SUB-DIVISIONS

A. Materials Acquisition: Books

1. Book selection, circulation of information. — i.
2. Checking order forms received.)
3. Checking and making orders direct and indirect.)
4. Entering total costs on departmental sheets.) ii.
5. Ordering BNB cards.)
6. Checking BNB cards on arrival.)
7. Filing orders.)
8. Signing requisitions for books.)
9. Unpacking books on arrival (LEA or direct).)
10. Accessioning, checking invoices.) iii.
11. Checking and accessioning gifts (including BNBC).)
12. Classifying and cataloguing. — iv.
13. Labelling, book pocketing.)
14. White inking.) vii
15. Plastic jacketing.)
16. Book carding.)
17. Typing catalogue cards, adapting BNB cards.) vi
18. Final checking. (N.B. keep record of numbers) — v
19. Shelving new items. — vii
20. Filing catalogue cards. — viii
21. Informing department of completion of books.)
22. Following up items not supplied.) i
23. Dealing with queries from staff re book orders.)
24. Checking BNBC lists.)
25. Miscellaneous small tasks.

B. Materials Acquisition: Periodicals

1. Selection, circulation of information.
2. Orders made.
3. Renewal of subscriptions.
4. Checking of items received and accessioning.
5. Pursuing items not received.
6. Purchase of back numbers.
7. Answering queries of library or other staff.
8. Filing items in correct place.

* Smith R.M. and Roberts N. Staffing and control in college of education libraries; a report of a survey of 41 college libraries. Education Libraries Bulletin. Spring 1971 pp 16-21.

9. Classification and cataloguing of new titles.
10. Checking BNBC lists.
11. Receiving and accessioning BNBC items.

C. Materials Acquisition: Audiovisual Items

1. Selection, circulation of information)
2. Ordering of items) common to all forms
3. Checking in orders, accessioning)

4. Cataloguing, indexing.

   Pictures (P), Slides (SL) Filmstrips (FS), Tapes (T), Records (R) Models and specimens (M)

Record times separately for each time under 4, 5 & 6 on special record forms provided)

5. Processing
6. Filing
7. Answering queries concerning AV items) common to all forms
8. Pursuing unfulfilled orders)
9. Recording items on tape for library stock

Unit of Measurement 1 picture or 1 filmstrip or 1 slide or 1 tape or 1 record added to stock and made available.

D. Stock Maintenance and Conservation (books and periodicals)

1. Removing items for binding or repairs from circulation.
2. Preparing and listing for binding
3. Checking items returned from binding.
4. Reshelving bound items
5. Putting contact reinforcement on books
6. Binding and reinforcing items in library
7. Discarding items, removing catalogue cards.
8. Repairing items.
9. Transferring items from one section to another.
10. Checking sample of missing books.
11. Stocktaking.
12. Weeding out and stock maintenance
13. Transfer of items to BNBC.

Unit of Measurement - hours spent

E. Reader Services: Circulation of Books and other items for loan. Special Form 3B.

N.B. All time spent at the counter in the day time, in the evening and on Saturday will be taken from the weekly time sheet and treated as being concerned with the above after deductions have been made for time spent at the counter on tasks other than those listed below. This time is recorded on the service point form 3B. There may also be times to record on secondary activity forms whenever additional staff is summoned to the counter, or tasks below are done away from the counter.

1. Books issued - ordinary.
2. Books issued - restricted loan.
3. Books returned and received.
4. A.V. items issued.
5. A.V. items returned and received.
6. 1st overdues sent (all materials).
7. 2nd overdues sent (all materials).
8. Library Disciplinary Committee cases written to, seen, followed up.
9. Checking fines accounts and float.
10. Checking readers' possessions at counter.
11. Queries given and advice at counter, fetching materials.
12. Stamping returned books, sorting on to shelves.
13. Reserve checking and placing on trolleys.
14. Reshelving returned materials (recorded on secondary activity Form 3C)
15. Lost books reported.
16. Lost books paid for.
17. Damaged books reported.
18. Damaged books paid for.
19. Manning additional service points.
20. Recording audio items for readers to borrow.
21. Discussing, deciding and putting into practice changes in loan policies; including transferring items from one loan period to another.
22. Miscellaneous other activities connnected with circulation, e.g. opening up in the morning, and ejecting readers on closing.

Unit of Measurement - 1 audiovisual or book item issued to a reader with all the consequences that follow.

It may be possible by activity sampling to work out separate unit times for:

1. A book issued.
2. A restricted loan book issued.
3. An audiovisual item issued (including replacement in appropriate file, recall, and any other connected work)

F. Reader Services: Internal Use of Library Materials.

1. Supervision and control, e.g. tours of library to ensure ventilation.
2. Stamping and reshelving books used internally } N.B. Record on secondary
3. Straightening and keeping library tidy } activity form 3C.
4. Help given to readers to use microforms or audiovisual items or books internally.

Unit of Measurement Hours spent

By means of activity sampling it should be possible to arrive at times for (1) 100 books shelved after internal use, and (2) straightening 1x3' shelf of books.

G. Reader Services: Interloan

1. Receiving requests, obtaining, informing readers, answering queries.
2. Lending library's materials to other libraries.

H. Reader Services: Reprography

1. Receiving requests from readers.
2. Securing completed declaration.
3. Making copies.
4. Issuing copies to readers, receiving payment.

Unit of Measurement: Transactions with readers (irrespective of number of pages copied).

I. Readers' Services: Readers' Advisory Service.

1. Answering queries.
2. Volunteering help to readers; compiling individual bibliographies for readers.
3. Dealing with queries received by post.
4. Sending out information through SDI Scheme.
5. Other types of help to readers individually, e.g. explaining how to use microfilm reader, or slide or filmstrip projector.

Unit of Measurement: Hours spent.

J. Readers' Services: Reservations.

1. Accepting reservations, checking form filled correctly.
2. Checking shelves, inserting check strips.
3. Recalling books.
4. Notifying readers.
5. Clearing uncollected reservations.
6. Other miscellaneous tasks.

Unit of Measurement: 1 book reserved, whether collected or not.

K. Administration - Other Than That Concerned With Other Listed Primary Tasks.

1. Letters opened.
2. Letters sent.
3. Reports read.
4. Memos and reports written.
5. Hours spent at College Committees and Academic Board.
6. " " forward planning.
7. " " assigning and explaining tasks, making time sheets, holiday sheets.
8. " " showing visitors round and library schools students.
9. " " talking to other staff on academic matters.
10. " " reading professional periodicals and reports.
11. " " attending professional committees, boards of study, professional meetings and conferences.
12. Hours spent on research work.
13. " " answering telephone at counter.
14. " " recording financial expenditure, work on estimates.
15. " " selecting and ordering equipment.
16. " " checking stocks of stationery and ordering items.
17. " " in personnel administration - wages, medical certificates, new appointments and termination of appointments.
18. Other miscellaneous administrative tasks.

Unit of Measurement - hours spent

Much of this work may take place at home or outside college hours, but should be recorded and marked as overtime.

L. Teaching, Guidance and Display.

a.
(1. Hours spent including preparation and marking on library lectures.
(2. " " " " " " on academic courses.
(3. " " " " " " on induction courses for staff and students.
(4. " " discussing courses with subject departments.

b.
(5. " " on exhibitions, display, publicitiy, signs and notices.
(6. " " preparing Library Guide, departmental booklists, subject booklists.

c. 7. Hours spent helping student librarians, arranging programmes, instructions given for work.

d. 8. Time spent on work of administration or advice with students in personal groups (academic library staff only).

Unit of Measurement. Hours spent, groups a,b,c,d separately.

M. Partly Seasonal Tasks - Registration of Readers.

1. Readers registered for the first time.
2. Readers requiring change of address or name.
3. Readers' caution money clearance forms received and dealt with.
4. Readers withdrawing and requiring clearance.

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PERSONAL INDEX TO JOB CODE - EJC.

A.	Addresses - change of readers	M 2
	A.V. items - filing	C 6
	- returned and received	E 5
B.	Books - stamping	E 12
C.	Checking for reserved books etc.	E 13
F.	Filing A.V. items	C 6
I.	Issuing books	E 1
	" R.L. books	E 2
J.	Jacketing	A 15
L.	Labelling and pocketing	A 13
	Laminating	D 5
	Lost books reported	E 15
M.	Miscellaneous small tasks (book acquisition)	A 25
N.	Names - change of readers	M 2
P.	Photocopying - receiving requests	H 1
	- securing completed documents	H 2
	- making copies	H 3
	- issuing copies and receiving payment	H 4
R.	Repairs	D 8
	Re-shelving items from binders	D 4
	" returned materials	E 14
S.	Shelving newly accessioned books	A 19
	Sorting returned books	E 12
	Stamping returned books	E 12
	Straightening library	F 3
T.	Telephone, answering	K 12

C.E.L.R.P. TIME STUDY PRIMARY ACTIVITY FORM

NAME . . . . PERIOD FROM . . . . TO . . . .

YOUR PRIMARY ACTIVITY . . . .

We need to know times spent on the individual parts of your primary task as listed in the jobs description. Please record below the times spent, entering times for each part of the job in the appropriate column, along with the date. Please start a new sheet every other week.

Job Code												Total Time
Date Mins.												
Date Mins.												
Date Mins.												
Date Mins.												
Date Mins.												
Date Mins.												
Date Mins.												
Date Mins.												
Date Mins.												
Date Mins.												
TOTAL												

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C.E.L.R.P. TIME STUDY. SERVICE POINT FORM

Please record below (at all times) all those activities carried out at the . . . . which are not listed in connection with . . . . in the job list, and initial the information you enter. Please rule a line across after each day. Include breaks and work which takes you temporarily away from the service point during the day. In the evening and on Saturday morning record here all work done away from this service point.

Your Initials	Date	Job Code	Or description if necessary	Mins.	Your Initials	Date	Job Code	Or description if necessary	Mins.

C.E.L.R.P. TIME STUDY, SECONDARY ACTIVITY FORM

NAME . . . . .PERIOD FROM . . . . TO . . . .

Please record details separately of all tasks carried out except . . . . which is your primary task. Refer to the tasks by the code number given in the lists of jobs. Since nearly everyone is concerned with straightening and reshelving, columns are provided to record all times devoted to this. N.B. the job code numbers E14 = reshelving materials returned from loan - F.2 = stamping and reshelving materials used internally (marked T on time sheet), F.3 = straightening and keeping library tidy (part of what is marked S on sheet). Use description column if you are not sure of job code no., but if you know job code no., only record that and the time in minutes. Record on this form time spent on leave, sickness, holidays, coffee and tea breaks and trips out of college in working hours. Please rule a line across at the end of each day. Record any time you spend on this research in the column provided.

Date	Job Code	Or description if necessary	K12 (research) Mins.	E14 Mins.	F2 Mins.	F3 Mins.

TABLE 2.

TIME STUDIES

Table 2 shows the present staffing establishment of the four colleges who carried out time studies.

Where the time went.

Table 4.11 shows what proportion of the staff's regular work time was lost over the actual 12 (13 at College E) weeks of the time study and for what reasons. Tables 4.2 to 4.5 show this for each category of staff separately.

Regular Time is the total of the official paid working hours of all members of staff. It is presented in two versions because there are two ways of regarding vacation entitlement. Regular Time (1) includes vacation entitlement which is later lost under Time Lost. Regular Time (2) allows for the fact that contracts of employment allow for x number of weeks paid leave and this should not be included in Regular Time.

Lost Time includes any time lost through the absence of staff from the library for various reasons.

Staff Leaving covers the gap which often occurs when a member of staff leaves before another is appointed.

Annual Leave includes all Bank Holidays and days given over and above personal vacation entitlement.

Out of College covers temporary absence for personal reasons.

Gross Time is calculated by subtracting Lost Time from Regular Time.

Net Time is Regular Time actually recorded as time worked.

Relaxation Allowance actually taken is calculated by subtracting Net Time from Gross Time.

Gained Time is time contributed by extra temporary staff and by normal staff working unpaid overtime. Here, the concept of gross time is hypothetical since it was not possible to calculate an an actual relaxation allowance. The generally accepted rate for library work of 12.5%* has been applied.

* Burkhalter, B.R., ed. Case studies in systems analysis in a university library. Scarecrow P., 1968. pp. 9-10.
Dougherty, R.M., and Heinritz, F.J. Scientific management of library operations. Scarecrow P., 1966. pp. 113, 153.

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TABLE 3. PRESENT STAFFING ESTABLISHMENT OF THE FOUR COLLEGES

Each entry in hours represents one person.

College	A	D	E	G
Academic	37.5		37	38
	37.5			
Professional	37.5	35	37[iii]	38
	37.5	35	37	
	37.5	35		
	12.0[i]			
Clerical	37.5	35	37	38
	37.5	17.5	37	38
	37.5	20[ii]	37	19
	37.5	15[ii]		19
	20.0[ii]	16[ii]		
	20.0[ii]	14[ii]		
		8[ii]		

i A temporary additional member of staff to compensate for time lost through the library's heavy involvement in research.

ii In term weeks only.

iii For professional and clerical staff, there are slight variations in the actual hours worked per week in term and vacation

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TABLE 4.1 TIME STUDY: LIBRARY STAFF TIME: ALL STAFF

	COLLEGE A (1) Time in hours	(2) r.a. %	(3) Regular Time (1) %	(4) Regular Time (2) %	COLLEGE D (1) Time in hours	(2) r.a. %	(3) Regular Time (1) %	(4) Regular Time (2) %
VACATION ENTITLEMENT	104.2				308.0			
REGULAR TIME (1)								
Academic	900.0		19.0		-			
Professional	1554.0		32.8		1260.0		47.4	
Clerical	2280.0		48.2		1400.0		52.6	
Total	4734.0		100.0		2660.0		100.0	
REGULAR TIME (2)								
Academic	843.8			18.2	-			
Professional	1539.0			33.3	1071.0			45.5
Clerical	2242.5			48.5	1281.0			54.5
Total	4625.3			100.0	2352.0			100.0
LOST TIME								
Staff leaving	202.5		4.3	4.4	32.0		1.2	1.4
Annual leave	108.7		2.3	N/A	308.0		11.6	N/A
Sickness	254.5		5.3	5.6	52.5		2.0	2.2
Out of college	4.0		.1	.1	30.8		1.1	1.3
Total (1)	569.7		12.0		423.3		15.9	
Total (2)	461.0			10.1	115.3			4.9
GROSS TIME	4164.3	100	88.0	91.1	2236.7	100	84.1	95.1
Relaxation	542.2	13.0			282.9	12.6		
NET TIME	3622.1	87.0	76.5	79.2	1953.8	87.4	73.4	83.1
GAINED TIME								
GROSS	468.2	100	9.9	10.2	171.3	100	6.4	7.3
R.A	58.1	12.4			21.4	12.5		
NET TIME	410.1	87.6	8.7	9.0	149.9	87.5	5.6	6.3
TOTAL GROSS TIME	4632.5		97.9	101.3	2408.0		90.5	102.4
TOTAL NET TIME	4032.3		85.2	88.2	2103.7		79.1	89.4

	COLLEGE E				COLLEGE G			
	Time in hours	r.a. %	Regular Time (1) %	Regular Time (2) %	Time in hours	r.a. %	Regular Time (1) %	Regular Time (2) %
VACATION ENTITLEMENT	245.4				214.7			
REGULAR TIME (1)								
Academic	480.0		16.7		456.0		20.0	
Professional	960.0		33.3		456.0		20.0	
Clerical	1440.0		50.0		1368.0		60.0	
Total	2880.0		100.0		2280.0		100.0	
REGULAR TIME (2)								
Academic	382.8			14.5	402.8			19.5
Professional	862.2			33.7	380.0			18.4
Clerical	1389.5			52.8	1282.5			62.1
Total	2654.5			100.0	2065.3			100.0
LOST TIME								
Staff leaving	105.7		3.7	4.0	-		-	-
Annual leave	245.4		8.5	N/A	214.7		9.4	N/A
Sickness	19.6		.7	.7	47.4		2.1	2.3
Out of college	4.7		.1	.2	4.5		.2	.2
Total (1)	375.4		13.0	(diagonal line)	266.6		11.7	
Total (2)	130.1		(diagonal line)	4.9	51.9			2.5
GROSS TIME	2504.5	100	87.0	95.1	2013.4	100.4	88.3	97.5
Relaxation	174.4	7.0			148.3	7.0		
NET TIME	2330.1	93.0	80.9	88.4	1865.1	92.6	81.8	90.3
GAINED TIME								
GROSS TIME	310.9	100	10.8	11.8	58.6	100	2.6	2.8
R.A	38.9	12.5			3.5	5.9		
NET TIME	272.0	87.5	9.4	10.3	55.1	[illegible]4.1	2.4	2.7
TOTAL GROSS TIME	2815.4		97.8	106.9	2072.0		90.9	100.3
TOTAL NET TIME	2602.1		90.3	98.7	1920.2		84.2	[illegible]3.0

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TABLE 4.2 ANALYSIS OF LIBRARY STAFF TIME - ACADEMIC

COLLEGE A	(1) Time in hours	(2) r.a. %	(3) Regular Time (1) %	(4) Regular Time (2) %
VACATION ENTITLEMENT	56.2			
REGULAR TIME (1)				
Academic	900.0		100	
Professional	-			
Clerical	-			
Total	900.0		100	
REGULAR TIME (2)				
Academic	834.8			100
Professional	-			
Clerical	-			
Total	834.8			100
LOST TIME				
Staff leaving	-		-	-
Annual leave	56.2		6.2	N/A
Sickness	122.9		13.7	15.5
Out of college	-		-	-
Total (1)	179.1		19.9	
Total (2)	122.9			15.5
GROSS TIME	720.9	100	80.1	85.5
Relaxation	85	11.8	-	
NET TIME	635.9	88.2	70.6	80.4
GAINED TIME				
GROSS TIME	101.4	100	11.3	12.0
Relaxation	12.2	12.1		
NET TIME	89.1	87.9	9.9	11.2
TOTAL GROSS TIME	822.3		91.4	97.5
TOTAL NET TIME	725.1		80.5	91.6

COLLEGE D

N O T A P P L I C A B L E

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COLLEGE E.

	Time in hours	r.a. %	Regular Time (1) %	Regular Time (2) %
VACATION ENTITLEMENT	97.2			
REGULAR TIME (1)				
Academic	480		100	
Professional				
Clerical				
Total	480		100	
REGULAR TIME (2)				
Academic	382.8			100
Professional				
Clerical				
Total	382.8			100
LOST TIME				
Staff leaving				
Annual leave	97.2		20.3	N/A
Sickness	4.0		.8	1.0
Out of college	-		-	-
Total (1)	101.2		21.1	/
Total (2)	4.0		/	1.0
GROSS TIME	378.8	100	78.9	99.0
Relaxation	8.3	2.2		
NET TIME	370.5	97.8	77.2	96.8
GAINED TIME				
GROSS TIME	184	100	38.3	48.1
Relaxation	23	12.5		
NET TIME	161	87.5	33.5	42.1
TOTAL GROSS TIME	562.3		117.2	147.1
TOTAL NET TIME	531.5		110.7	138.9

COLLEGE G.

	Time in hours	r.a. %	Regular Time (1) %	Regular Time (2) %
VACATION ENTITLEMENT	53.2			
REGULAR TIME (1)				
Academic	456		100	
Professional				
Clerical				
Total	456		100	
REGULAR TIME (2)				
Academic	402.8			100
Professional				
Clerical				
Total	402.8			100
LOST TIME				
Staff leaving				
Annual leave	53.2		11.7	N/A
Sickness	-		-	-
Out of college	2		.4	.5
Total (1)	55.2		12.1	/
Total (2)	2		/	.5
GROSS TIME	400.8	100	87.9	99.5
Relaxation	16.3	4.1		
NET TIME	384.5	95.9	84.3	95.4
GAINED TIME				
GROSS TIME	4.6	100	1.0	1.1
Relaxation	.6	12.5		
NET TIME	4.0	87.5	.9	1.0
TOTAL GROSS TIME	405.4		88.9	100.6
TOTAL NET TIME	388.5		85.2	96.4

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TABLE 4.3 TIME STUDY: LIBRARY STAFF TIME - PROFESSIONAL

	COLLEGE A (1) Time in hours	(2) r.a. %	(3) Regular Time (1) %	(4) Regular Time (2) %	COLLEGE D (1) Time in hours	(2) r.a. %	(3) Regular Time (1) %	(4) Regular Time (2) %
VACATION ENTITLEMENT	15				189			
REGULAR TIME (1)								
Academic								
Professional	1554		100		1260		100	
Clerical								
Total	1554		100		1260		100	
REGULAR TIME (2)								
Academic								
Professional	1539			100	1071			100
Clerical								
Total	1539			100	1071			100
LOST TIME								
Staff [illegible]								
Annual leave	15		1.0	N/A	189		15.0	N/A
Sickness	13.2		1.0	1.0	35		2.8	3.3
Out of college	2.7		*	*	15.4		1.2	1.4
Total (1)	30.9		2.0	/	239.4		19.0	/
Total (2)	15.9		/	1.0	50.4		/	4.7
GROSS TIME	1523.1	100	98.0	99.0	1020.6	100	81.0	95.3
Relaxation	217.8	14.3			114.4	11.2		
NET TIME	1305.3	85.7	84.0	84.8	906.7	88.8	71.9	84.6
GAINED TIME								
GROSS TIME					123.1	100	9.8	11.5
Relaxation					15.4	12.5		
NET TIME					107.7	87.5	8.6	10.1
TOTAL GROSS TIME	1523.1		98.0	99.01	1143.7		90.8	106.8
TOTAL NET TIME	1305.3		84.0	84.8	1013.9		80.5	94.7

* less than 1%

COLLEGE E.	Time in hours	r.a. %	Regular Time (1) %	Regular Time (2) %	COLLEGE G	Time in hours	r.a. %	Regular time (1) %	Regular Time (2) %
VACATION ENTITLEMENT	97.8					76			
REGULAR TIME (1)									
Academic									
Professional	960		100			456		100	
Clerical									
Total	960		100			456		100	
REGULAR TIME (2)									
Academic									
Professional	862.2			100		380			100
Clerical									
Total	862.2			100		380			100
LOST TIME									
Staff leaving									
Annual leave	97.8		10.2	N/A		76		16.7	N/A
Sickness	8.3		.9	1.0		-		-	-
Out of college	2.4		2	.3		-		-	-
Total (1)	103.5		11.3			76		16.7	
Total (2)	10.7			1.3					-
GROSS TIME	851.5	100	88.7	98.7		380	100	83.3	100
Relaxation	22.9	2.7				24	6.3		
NET TIME	820.6	97.3	86.3	96.1		356	93.7	78.1	93.7
GAINED TIME									
GROSS TIME	126.9	100	13.2	14.7		.6	100	.1	.1
Relaxation	15.9	12.5				.1	12.5		
NET TIME	111.0	87.5	11.7	12.9		.5	97.5	.1	.1
TOTAL GROSS TIME	978.4		101.9	113.5		380.6		83.4	100.1
TOTAL NET TIME	939.6		98.9	109.0		356.5		78.2	93.8

TABLE 4.4 — TIME STUDY: LIBRARY STAFF TIME - CLERICAL

	COLLEGE A (1) Time in hours	(2) r.a. %	(3) Regular Time (1) %	(4) Regular Time (2) %	COLLEGE D (1) Time in hours	(2) r.a. %	(3) Regular Time (1) %	(4) Regular Time (2) %
VACATION ENTITLEMENT	37.5				119			
REGULAR TIME (1)								
Academic								
Professional								
Clerical	2280		100		1400		100	
Total	2280		100		1400		100	
REGULAR TIME (2)								
Academic								
Professional								
Clerical	2242.5			100	1281			100
Total	2242.5			100	1281			100
LOST TIME								
Staff leaving	202.5		8.9	9.0	32		2.3	2.5
Annual leave	37.5		1.6	N/A	119		8.5	N/A
Sickness	118.5		5.2	5.3	17.5		1.2	1.4
Out of college	1.2		.1	.1	15.4		1.1	1.2
Total (1)	359.7		15.8	—	183.9		12.1	—
Total (2)	322.2		—	14.4	64.9		—	5.1
GROSS TIME	1920.3	100	84.2	85.6	1216.1	100	86.9	94.9
Relaxation	239.4	12.5			68.4	13.8		
NET TIME	1680.9	87.5	73.7	74.9	1047.6	86.2	74.8	81.8
GAINED TIME								
GROSS TIME	56.6	100	2.5	2.5	48.2	100	3.4	3.8
Relaxation	7.1	12.5			6.0	12.5		
NET TIME	49.5	87.5	2.2	2.2	42.2	87.5	3.0	3.3
TOTAL GROSS TIME	1976.9		86.7	88.1	1264.3		90.3	98.7
TOTAL NET TIME	1730.4		75.9	77.2	1089.8		77.8	85.1

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	College E: Time in hours	College E: r.a. %	College E: Regular Time (1) %	College E: Regular Time (2) %	College G: Time in hours	College G: r.a. %	College G: Regular Time (1) %	College G: Regular Time (2) %
VACATION ENTITLEMENT	50.5				85.5			
REGULAR TIME (1)								
Academic								
Professional								
Clerical	1440		100		1368.0		100	
	1440		100		1368.0		100	
REGULAR TIME (2)								
Academic								
Professional								
Clerical	1389.5			100	1282.5			100
	1389.5			100	1282.5			100
LOST TIME								
Staff leaving	105.8		7.3	7.6	-		-	-
Annual leave	50.5		3.5	N/A	85.5		6.3	N/A
Sickness	7.2		.5	.5	47.4		3.5	3.7
Out of college	2.3		.2	.2	2.5		.2	.2
Total (1)	165.8		11.5		135.4		10.0	
Total (2)	115.3			8.3	49.9			3.9
GROSS TIME	1274.1	100	88.5	91.7	1232.6	100	90.1	96.1
Relaxation	143.1	11.2			108.6	8.8		
NET TIME	1131.0	88.8	78.5	81.4	1124.0	91.2	82.2	87.6
GAINED TIME								
GROSS TIME								
Relaxation								
NET TIME								
TOTAL GROSS TIME	1274.1		88.5	91.7	1232.6		89.9	96.1
TOTAL NET TIME	1131.0		78.5	81.4	1124.0		82.2	87.6

TABLE 4.5 TIME STUDY: LIBRARY STAFF TIME - EXTRA

COLLEGE A	(1) Time in hours	(2) r.a. %	COLLEGE G	(1) Time in hours	(2) r.a. %
GAINED TIME					
GROSS	310.2	100		54	100
Relaxation	38.8	12.50		2.9	5.4
NET TIME	271.4	87.50		51.1	94.6

TABLE 5 PERCENTAGES OF TOTAL NET TIME SPENT ON EACH MAIN ACTIVITY

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MAIN ACTIVITIES	COLLEGES A	D	E	G
	100	100	100	100
Total net time in hours	(4032.2)	(2103.7)	(2602.2)	(1920.2)
A Book Acquisition	15.3	16.5	11.1	27.3
B Periodical Acquisition	2.4	2.2	1.8	.5
C Audiovisual Acquisition	3.6	1.6	10.1	1.2
D Stock maintenance	1.7	.9	.2	2.4
E Circulation	35.4	41.7	22.8	38.6
F Internal Use	9.5	7.8	4.7	1.9
G Interloan	.7	.1	.7	.9
H Photocopying	.7	1.7	1.0	.4
I Readers' Adviser	4.1	1.9	*13.8	1.4
J Reservations	2.8	.7	3.7	.04
K Administration	11.3	12.7	15.7	15.0
L Teaching, guidance and display	5.1	7.2	9.8	3.6
M Registration	2.2	.1	.2	
Research	5.2	4.9	4.4	6.8

* includes periodical indexing

TABLE 6 - PROPORTION OF EACH MAIN ACTIVITY CONTRIBUTED BY EACH TYPE OF STAFF.

	Book Acquisition				Periodical Acquisition			
COLLEGES	A	D	E	G	A	D	E	G
	100	100	100	100	100	100	100	100
Total net time in hours	(161.0)	(346.7)	(288.6)	(523.5)	(96.6)	(45.8)	(47.3)	(9.6)
Academic	13.1	-	5.9	13.7	1.3	-	-	15.5
Professional	29.5	75.8	42.4	25.7	94.6	11.3	18.1	-
Clerical	43.8	24.2	51.7	55.1	.5	88.7	81.9	84.5
Extra	13.6	-	-	5.5	3.6	-	-	-

	Internal Use				Interloan			
	A	D	E	G	A	D	E	G
	100	100	100	100	100	100	100	100
Total net time in hours	(383.0)	(163.3)	(123.5)	(36.4)	(28.0)	(2.4)	(17.2)	(17.6)
Academic	.1	-	-	-	.8	-	-	8.5
Professional	16.2	26.8	41.0	13.0	68.6	10.2	100	90.1
Clerical	63.7	73.2	59.0	87.0	30.6	89.8	-	1.4
Extra	20.0	-	-	-	-	-	-	-

	Administration				Teaching, guidance and display			
	A	D	E	G	A	D	E	G
	100	100	100	100	100	100	100	100
Total net time in hours	(456.3)	(267.5)	(408.1)	(289.0)	(206.6)	(152.1)	(259.0)	(68.3)
Academic	64.4	-	49.8	61.0	31.9	-	77.2	77.7
Professional	19.1	77.4	32.6	16.2	38.8	84.8	8.0	-
Clerical	15.7	22.6	17.6	22.1	18.6	15.2	14.8	6.9
Extra	.8	-	-	.7	10.7	-	-	15.4

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Audiovisual Acquisition				Stock Maintenance				Circulation			
A	D	E	G	A	D	E	G	A	D	E	G
100	100	100	100	100	100	100	100	100	100	100	100
(143.2)	(32.6)	(263.3)	(22.9)	(67.4)	(18.8)	(4.1)	(45.5)	(1425.8)	(878.2)	(594.1)	(741.9)
.2	-	.1	-	1.5	-	-	18.0	5.8	-	.6	4.5
25.9	85.3	38.3	.7	7.3	93.1	55.1	31.6	40.8	18.9	40.8	7.6
54.3	14.7	61.6	99.3	72.4	6.9	44.9	46.0		81.1	58.6	86.4
19.6	-	-	-	18.8	-	-	4.4	53.3	-	-	1.5

Photocopying				Readers' Adviser				Reservations			
A	D	E	G	A	D	E	G	A	D	E	G
100	100	100	100	100	100	100	100	100	100	100	100
(29.3)	(35.4)	(25.1)	(7.1)	(166.6)	(39.1)	(359.5)	(26.7)	(111.1)	(15.3)	(97.6)	(.8)
2.3	-	6.3	17.6	30.0	-	7.8	12.5	11.5	-	2.0	-
7.7	77.5	45.3	28.1	70.0	88.5	53.0	79.7	6.6	40.1	13.6	40.0
90.0	22.5	48.4	54.3	-	11.5	39.2	7.8	81.9	59.9	84.4	60.0
-	-	-	-	-	-	-	-	-	-	-	-

Registration				Research			
A	D	E	G	A	D	E	G
100	100	100	100	100	100	100	100
(90.6)	(2.8)	(4.1)	-	(211.7)	(103.7)	(114.5)	(130.7)
1.2	-	-		63.3	-	69.1	26.8
10.4	16.7	65.9		11.2	83.2	20.8	45.7
81.6	83.3	34.1		9.1	16.8	10.1	27.0
6.8	-	-		16.4	-	-	.5

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TABLE 7 — PROPORTION OF TOTAL TIME OF EACH TYPE

	Academic				Pro-	
	A	D(i)	E	G	A	D
	100	100	100	100	100	100
Total net time in hours	(725.1)	(407.8)	(531.5)	(384.5)	(1305.3)	(606.1)
Acquisition: Books	11.1	7.4	3.2	18.6	13.9	38.4
Periodical	.2	1.1	-	.4	7.0	.1
A.V.Materials	*	.7	.1	-	2.8	4.1
Stock maintenance	.1	1.7	-	2.1	.4	1.7
Reader Services:						
Circulation	11.6	1.7	.6	8.6	44.6	26.2
Internal use	.1	3.2	-	-	4.8	5.1
Interloan	*	-	-	.4	1.5	.1
Photocopying	*	2.3	.3	.3	.2	2.9
Readers Adviser	6.9	6.0	5.3	.9	8.9	1.7
Reservations	1.8	-	.4	-	.6	1.0
Administration	40.5	38.2	38.2	45.9	6.7	8.5
Teaching, guidance and display	9.1	21.9	37.0	13.7	6.1	6.5
Registration	.1	-	-	-	.7	.1
Research	18.5	15.8	14.9	9.1	1.8	3.6

(i) Data for the college librarian has been separated from that of professional staff, for purposes of comparison

* less than .1%

Extra is the time contributed by temporary staff.

TABLE [illegible] — UNIT TIMES IN MINUTES FOR MAIN ACTIVITIES

		A	
		Unit Time	No. of Units
Acquisition:	Books	26.20	1701
	Periodicals	8.69	762
	Audiovisuals	23.68	447
Reader Services:	Circulation	2.65	36824
	Interloan	20.52	86
	Photocopying	17.91	112
	Reservations	14.42	528

OF STAFF SPENT ON EACH MAIN ACTIVITY

fessional		Clerical				Extra	
E	G	A	D	E	G	A	G
100	100	100	100	100	100	100	100
(939.6)	(356.5)	(1730.4)	(1089.8)	(1131.0)	(1124.1)	(271.4)	(55.1)
13.1	37.7	15.6	7.7	13.2	25.7	31.0	52.5
.9	-	•	3.7	3.4	.7	1.3	-
10.7	•	4.5	.4	14.3	2.0	10.3	-
.2	4.0	2.8	.1	.2	1.9	4.7	3.6
25.8	15.8	43.9	65.4	30.8	57.1	-	20.0
5.4	1.3	14.1	11.0	6.4	2.8	28.2	-
1.8	4.5	.6	.2	-	•	-	-
1.2	.6	1.5	.8	1.1	.3	-	-
20.3	6.0	-	.4	12.4	.2	-	-
1.4	.1	5.3	.8	7.3	.1	-	-
14.2	13.2	4.1	5.6	6.4	5.7	1.3	3.6
2.2	-	2.2	2.1	3.3	.4	8.1	19.1
.3	-	4.3	.2	.1	-	2.3	-
2.5	16.8	1.1	1.6	1.0	3.1	12.8	1.2

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D		E		G	
Unit Time	No.of Units	Unit Time	No.of Units	Unit Time	No.of Units
19.52	1218	37.00	•	29.69	1209
2.42	1298	5.75	563	1.19	558
3.45	317	21.30	•	19.96	55
3.79	15900	2.06	19768	4.90	10466
16.80	10	14.70	80	23.71	51
8.28	293	38.20	45	-	
5.52	190	9.10	135	-	

TABLE 9 BOOK ACQUISITION: PROPORTION OF EACH PART CON-

	Book selection				Ordering			
	A	D	E	G	A	D	E	G
% of Total Book Acquisition Time	5.9	7.1	17.7	2.1	12.8	27.9	34.5	36.0
Total net time in hours	100 (38.5)	100 (24.5)	100 (51.2)	100 (11.2)	100 (43.1)	100 (96.7)	100 (99.6)	100 (188.6)
Academic	84.4	-	33.0	54.1	4.0	-	-	21.7
Professional	11.7	72.5	67.0	8.9	55.7	48.4	46.3	8.5
Clerical	3.9	27.5	-	1.5	32.5	61.6	53.7	69.8
Extra	-	-	-	35.6	7.9	-	-	-
Unit time in mins. including relaxation	1.56	1.38	3.8	.64	3.34	5.45	6.90	10.69

	Physical processing				Final checking			
	A	D	E	G	A	D	E	G
% of Total Book Acquisition Time	28.8	7.4	26.9	23.4	2.2	2.2	3.7	.5
Total net time in hours	100 (182.7)	100 (25.6)	100 (77.6)	100 (122.7)	100 (13.4)	100 (7.6)	100 (10.6)	100 (2.5)
Academic	-	-	-	5.4	92.5	-	-	86.[illegible]
Professional	.8	70.2	3.3	10.2	-	56.2	72.9	13.3
Clerical	93.2	29.8	96.7	84.4	-	43.8	27.1	-
Extra	6.0	-	-	--	7.5	-	-	-
Unit time in mins. including relaxation	7.56	1.4[illegible]	16.8	6.96	.57	.42	2.3	.14

Note: For total Book Acquisition time, see table 3

TRIBUTED BY EACH TYPE OF STAFF

Accessioning				Classifying and cataloguing				Typing catalogue cards			
A	D	E	G	A	D	E	G	A	D	E	G
11.3	15.7	5.4	12.2	21.3	32.8	6.7	18.6	4.6	2.5	2.9	2.4
100	100	100	100	100	100	100	100	100	100	100	100
(104.1)	(54.6)	(15.7)	(63.8)	(127.5)	(113.7)	(19.5)	(97.6)	(24.9)	(8.5)	(8.3)	(12.7)
2.8	-	-	14.2	22.3	-	-	4.5	6.3	-	-	-
41.8	70.4	48.5	2.4	55.3	100	100	72.5	1.7	100	-	100
31.7	29.6	51.5	74.4	-	-	-	4.1	92.0	-	100	-
23.7	-	-	9.0	22.4	-	-	18.9	-	-	-	-
2.95	3.08	1.30	3.62	5.59	6.4	3.5	5.53	1.20	.48	1.8	.72

Filing catalogue cards				Miscellaneous			
A	D	E	G	A	D	E	G
10.2	3.8	2.0	3.7	3.1	.6	.03	1.0
100	100	100	100	100	100	100	100
(63.4)	(13.1)	(5.9)	(19.4)	(19.3)	(2.2)	(.1)	(5.1)
-	-	-	-	5.4	-	-	39.3
47.3	100	75.9	96.1	41.4	100	100	24.6
29.7	-	24.1	-	48.0	-	-	36.1
23.0	-	-	3.9	6.2	-	-	-
[illegible].66.	.74	.6	1.10	.77	.13	-	.29

TABLE 10. BOOK ACQUISITION: PROPORTION OF TOTAL TIME

	Academic			
	A	D	E	G
	100	100	100	100
Total net time in hours	80.6		17.5	71.3
Book selection	40.4		100	8.5
Ordering	2.1		-	57.4
Physical processing	3.6		-	12.7
Final checking	35.3		-	6.2
Accessioning	2.0		-	-
Classifying and catalouging	-		-	9.4
Typing catalogue cards	15.4		-	3.0
Filing catalogue cards	-		-	-
Miscellaneous	1.3		-	2.8

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SPENT ON EACH PART BY EACH TYPE OF STAFF

Professional				Clerical				Extra	
A	D	E	G	A	D	E	G	A	G
100	100	100	100	100	100	100	100	100	100
(181.7)	(263.0)	(122.4)	(134.6)	(269.6)	(83.8)	(149.3)	(288.7)	(84.1)	(28.9)
2.5	6.8	28.0	.7	.6	8.0	-	.1	-	13.8
12.9	17.8	37.7	11.9	5.1	59.6	35.9	45.6	4.0	-
23.9	24.6	6.3	1.1	12.2	19.3	5.4	16.4	29.3	19.9
38.8	43.3	15.9	52.5	-	-	-	1.4	34.0	63.7
.2	3.2	-	9.4	8.5	-	5.6	-	-	-
.8	6.9	2.1	9.3	63.2	9.1	50.3	35.9	13.0	-
-	1.6	6.3	.3	-	4.0	1.9	-	1.2	-
16.5	5.0	3.6	13.9	7.0	-	.9	-	17.3	2.6
4.4	.8	.1	.9	3.4	-	-	.6	1.2	-

TABLE 11

AUDIOVISUAL MATERIALS ACQUISITION: PROPORTION

A.V. Selection, ordering, accessioning

	A	D	E	G
% of Total A.V. Acquisition time	16.3	22.4	30.8	42.2
	100	100	100	100
Total net time in hours	23.2	7.3	81.0	13.6
Academic	1.1	-	.3	-
Professional	49.7	70.2	43.3	-
Clerical	30.9	29.8	56.4	100
Extra	18.3	-	-	-
Unit time including relaxation (in minutes)	3.68	.77	9.5	8.42

Tape recording items

	A	D	E	G
% of Total A.V. Acquisition time	2.6	6.4		4.2
	100	100		100
Total net time in hours	3.75	2.1		.6
Academic	-	-		-
Professional	95.6	68.0		-
Clerical	4.4	32.0		100
Extra	-	-		-
Unit time including relaxation (in minutes)	.58	.22		.83

TABLE 12

AUDIOVISUAL MATERIALS ACQUISITION: PROPORTION

STAFF GROUPS	Academic			
COLLEGES	A	D	E	G
	100	100	100	100
Total net time in hours	(.2)		(.2)	
Selection, ordering, accessioning	100	-	100	-
Cataloguing and indexing	-	-	-	-
Physical processing	-	-	-	-
Tape recording items	-	-	-	-
Filing audiovisual items	-	-	-	-
Miscellaneous	-	-	-	-

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OF EACH PART CONTRIBUTED BY EACH TYPE OF STAFF

cataloguing and indexing				Physical processing			
A	D	E	G	A	D	E	G
37.0	28.3	29.9	15.7	23.3	29.2	38.4	18.2
100 (53.0)	100 (9.2)	100 (78.8)	100 (2.5)	100 (33.4)	100 (9.5)	100 (101.2)	100 (2.9)
-	-	-	-	-	-	-	-
17.3	100	24.6	-	1.0	80.4	43.6	-
37.7	-	75.4	100	99.0	19.6	56.3	100
45.0	-	-	-	-	-	-	-
8.28	.98	5.8	3.14	6.41	1.01	5.8	3.63

Filing audiovisual items				Miscellaneous			
A	D	E	G	A	D	E	G
7.4	9.0	.8	4.7	13.4	4.7	.1	15.0
100 (10.7)	100 (2.9)	100 (2.1)	100 (.7)	100 (19.2)	100 (1.5)	100 (.1)	100 (2.4)
-	-	-	-	-	-	-	-
39.1	100	100	-	42.8	95.6	100	6.9
60.9	-	-	100	57.2	4.4	-	93.1
-	-	-	-	-	-	-	-
1.79	.3	.2	.94	2.94	.16	-	3.00

OF TOTAL TIME OF EACH TYPE OF STAFF SPENT ON EACH PART

Professional				Clerical				Extra	
A	D	E	G	A	D	E	G	A	G
100 (37.1)	100 (27.8)	100 (100.9)	100 (.2)	100 (77.8)	100 (4.8)	100 (162.2)	100 (22.7)	100 (28.1)	100
31.3	18.4	34.8	-	8.7	45.6	28.2	60.0	15.1	
24.8	33.2	19.2	-	25.7	-	36.6	11.1	84.9	
.9	27.5	43.8	-	42.6	39.0	35.2	12.8	-	
9.7	5.1	-	-	.3	13.9	-	3.3	-	
11. 3	10.5	2.1	-	8.5	-	-	9.9	-	
22.3	5.2	.2	100	14.2	1.5	-	2.9	-	

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TABLE 13. TEACHING, GUIDANCE AND DISPLAY:

	Lectures and courses*			
	A	D	E	G
% of Total	64.4	35.9	43.4	45.7
	100	100	100	100
Total net time in hours	(133.0)	(54.6)	(1120.0)	(31.2)
Academic	38.4	-	99.6	100
Professional	43.9	100	.4	-
Clerical	12.7	-	-	-
Extra	5.0	-	-	-

* Partly seasonal as it includes 1st. year induction courses at College A.

TABLE 14 TEACHING, GUIDANCE AND DISPLAY:

	Academic			
	A	D	E	G
	100	100	100	100
Total net time in hours	(65.9)		(166.5)	(50.2)
Lectures and course	77.5		67.0	57.6
Display and booklists	6.7		30.4	41.1
*Library staff induction courses	10.7		-	-
Tutorial Advice	5.1		2.6	1.3

*Includes helping and organising programmes for student librarians.

PROPORTION OF EACH PART CONTRIBUTED BY EACH TYPE OF STAFF

Display and booklists				*Library Staff Induction courses				Personal Tutorial advice			
A	D	E	G	A	D	E	G	A	D	E	G
26.5	64.1	42.0	53.3	7.4				1.6		14.6	1.0
100	100	100	100	100				100		100	100
(54.8)	(97.4)	(108.4)	(36.4)	(15.4)				(3.4)		(37.8)	(.6)
8.1	-	46.8	56.8	45.8				100		100	100
26.4	76.3	18.4	-	47.2				-		-	-
38.9	23.7	34.9	14.4	1.6				-		-	-
26.6	-	-	28.8	5.4				-		-	-

* Includes helping and organising programmes for student librarians.

TOTAL TIME OF EACH TYPE OF STAFF SPENT ON EACH PART

Professional				Clerical				Extra	
A	D	E	G	A	D	E	G	A	G
100	100	100	100	100	100	100	100	100	100
(80.2)	(129.0)	(20.4)		(38.5)	(23.1)	(37.8)	(5.3)	(22.1)	(10.5)
72.9	42.3	2.3		43.9	-	-	-	30.2	-
18.1	57.7	97.7		55.4	100	100	-	66.0	
9.0	-	-		.7	-	-	100	3.8	100
-	-	-		-	-	-	-	-	-

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TABLE 15.1 DOCUMENTATION, BIBLIOGRAPHIES AND DISPLAY AT COLLEGE E

A. Publications Annual revisions 1971/72	Revision Time		Production Time		Total	Totals
i. Resources for learning: a guide to services and materials (now printed only fair copy produced).	36.00	AC	37.00	P	73.00	AC=39.00 P =48.00 C =211.31
ii. Library service for in service B.Ed. students	2 hrs.	AC	14.42	C	16.42	
iii. Reading schemes and materials: a guide to the college library collection.	6 hrs.	P	77.30	C	83.30	
iv. Book list for Special Education course	2 hrs.	P	32.40	C	34.40	
v. Bibliographical layout	-	P	5.10	C	5.10	
vi. Educational journals taken by College E's library: an annotated list	1 hr.	P	43.55	C	44.55	
vii. An annotated list of English journals taken by College E's library.	1 hr.	P	13.44	C	14.44	
viii. An annotated list of Geography journals taken by College E's library	1 hr.	P	11.26	C	12.26	
ix. Extracts from government reports on children's books and libraries	1 hr.	A	12.24	C	13.24	

This year's new publications	Compiling Time		Production Time*		Total
i. Curriculum materials: a guide to the library collection	37.00	P	51.40	C	88.40

*Production time includes typing and layout, running off, collating by hand. Times for production based on Time Study and timing of three bibliographies under production already this vacation. No. of copies has been taken into consideration.

B. Bibliographies
Annual revisions 1971/72
and compilations - + 1971/72

		Comp/Rev. Time		Production Time		Total
i.	Books in schools: a select bibliography	3.00	AC	31.00	C	34.00
ii.	Folk and fairy tales: a select bibliography	10.00	AC	51.40	C	61.40
iii.	Historical themes in children's fiction	6.00	AC	46.30	C	52.30
iv.	Myths and legends a s.b. of books for children	10.00	AC	46.30	C	56.30
v.	Picture books: a s.b.	10.00	AC	64.35	C	74.35
vi.	Poetry for children a s.b.	3.00	AC	69.35	C	67.35
+ vii.	Teaching with audiovisual materials	12.00	P	20.40	C	32.40
+viii.	Resource centres a s.b.	12.00	P	16.32	C	28.32
ix.	Children and adolescents in books	6.00	P	31.58	C	37.58
x.	Counselling and vocational guidance	4.00	P	23.07	C	27.07
xi.	Curriculum studies: a s.b.	4.00	P	22.50	C	26.50
xii.	Drugs: a s.b.	8.00	P	8.10	C	16.10
xiii.	Examinations: a s.b.	4.00	P	68.30	C	72.30
+ xiv.	Modern teaching methods: group work, vertical grouping, the integrated day, project work and term teaching. (This replaces 3 others).	15.00	P	38.49	C	53.49
xv.	Health education	Didn't revise it after all.Jan 73				
+ xvi.	Many people's one world: sources of material	15.00	P	7.24	C	22.24
xvii.	Middle years of schooling	4.00	P	16.39	C	20.39
xviii.	Museums in education	4.00	P	6.54	C	10.54
xix.	Piaget: a.s.b.	4.00	P	9.15	C	13.15
xx.	Studies in urban communities	Didn't revise it after all Jan.73.				
xxi.	Adolescents out of school	6.00	P	12.24	C	18.24
xxii.	The teaching of English	4.00	AC	24.48	C	28.48
xxiii.	The teaching of reading	6.00	P	22.50	C	28.50
xxiv.	Television in schools	4.00	P	9.15	C	13.15
+ xxv.	Raising of the school leaving age	15.00	P	18.5	C	33.5
+xxvi.	Social and personal themes in children's books	40.00	AC	64.35	C	104.35
+xxvii.	Family stores for children	40.00	AC	64.35	C	104.35
xxviii.	Isambard Kingdom Brunel 1806/59	15.00	P	11.28	C	26.28
xxix.	Dyrham Park: a s.b. The way in which a country house can be used in primary & sec. school work.	40.00	P	13.4	C	53.4

EXHIBITIONS DURING TIME STUDY

1. Exhibition of original drawings and illustrations from children's picture books

This was an exhibition of some 200 original illustrations from books of six publishers. It was mounted round walls of total college and standard of display was important. It was mounted in connection with my children's books lecture course, but was also for general interest. Time includes preparation time and maintenance. It was up for three weeks.

Time 15 hours 50 mins.

2. Teaching of reading materials exhibition

This was an exhibition of some 65 total reading schemes - books and materials including setting up rear projection for filmstrips, tape recording etc. It was mounted in the main hall. It was an exhibition mounted in connection with course on Language and the teaching of reading of which I am a team member. It was an exhibition to be worked with - (assignment set) and formed an integral part of the course. Display not so important - it's impossible with this sort of material. Time includes preparation time and maintenance. It was up three weeks.

Academic 16 hrs. 25 mins. Professional 2hrs. 19 mins.

Total Time 18 hours 44 mins.

3. Exhibition of children's books on approval

This was an exhibition of some 468 books chosen from books well reviewed at Christmas time. A working exhibition as students and staff were invited to make comments on cards provided in books. Mounted in children's library - standard of display fair - space limited this. An exhibition intended for whole college, but used specifically with Practical Libranianship Course students for an exercise in selection. Time includes maintenance - preparation to be found as total time spent by JVP on selection. Up for three weeks.

Time 10 hours 33 mins.

4. Exhibition of resources for learning

This was an exhibition up for one day only in direct connection with one of my courses. A working exhibition of some 150 items of A.VA material and 84 books on one subject area. Students had evaluative questionnaires to fill in.

Time 3 hrs. 40 mins.

This is one example of specific display for short term. A further 6 hrs. was spent on work of this kind.

5. Display of reading scheme Breakthrough to Literacy

This was a display mounted in support of open college lecture for visiting speaker support. Up for three days and of general college interest. No maintenance required. Display standard fair.

Time taken 1 hr. 24 mins. - Professional time

6. Exhibition of material from Victoria & Albert Museum

This was one of exhibitions from V & A - comes on boards or cases. Actually put up by technician - says he took 5 hrs. as spotlights etc. are used. Our part in this particular one organisational. Normally we are more involved.

Time 40 mins. Professional

7. Display in AVA room

This is a regular commitment but not during vacations.

Academic time 3 hours. Professional time 25 mins.

Total time 3 hours. 25 mins.

This gives an example of most main types of exhibitions

Category

A. Exhibitions of good duration and size where display standard is important - of general college and particular course interest. See 1. i.e. at 15 hrs. each.

B. Large working exhibitions particularly geared to course work and where I am involved and for other departments. Display standard usually fair - and of longer duration. See 2. ie. at 18 hours each.

C Smaller working exhibitions of short duration, usually at the moment for my courses or sessions. Display standard fair. See 4. i.e. at 3 hrs. each.

D. Exhibitions to support occasional college activities. Small, but display good - prestige!! See 5. i.e. at 1 hr. each.

E. Large exhibitions of general college interest - usually planned to include involvement and geared as selection tools as well. See 3. i.e. at 10 hours. each.

F. Outside exhibitions to be mounted on subjects as varied as old children's books - African wood cuts and cutlery. V & A., NBL, Industry etc. i.e. 1 hr. each.

G. General display work of library materials. This includes books and AVA but not only in library and not only new materials.

N.B. However, two main categories not included.

H. Exhibitions of material from specific publisher. Degree of involvement varies a bit, but we always set up display area and there is the organisation and publicity. We had made a conscious policy decision to cut this out during this period - leave to summer term as we had been having too many.

I. Exhibitions for college conferences - often very extensive. This did not fall within the Time Study, therefore I include an example.

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Exhibitions for Conference on ROSLA. March 1972.

Three exhibitions and display areas.

i. Teachers reading room - books - period articles photocopied, please take ones, bibliogs. easy chairs and flowers!

ii. Curriculum materials in organised project form specifically geared for these pupils and documentation.

iii. One specific subject area 'The world of work' explored in depth, books leaflets, photos and other AVA. An exhibition with participation from conference members and I staffed the exhibition for discussion purposes.

Time involved including preparation, mounting, manning etc.

Academic	44 hours	
Professional	4 hours + (Preparation of bibliog. and documentation 14 hrs)	
Clerical	8 hours	
Technicians	2½ hours)	non library
Porters	3 hours)	at moment.

Total library staff commitment 70 hours

Below is an example pattern of one year's exhibition work with categories suggested in order to give basis on which to calculate time spent.

LIST OF EXHIBITIONS BASED ON 1971/72

N.B. All exhibitions are for exploiting our materials except section F where we line with materials in Library and H. which is obvious.

Those coming under category A.

i. Exhibition of original illustrations from children's books.
ii. A multi-media approach to project work: one example.
iii. And where is your first post? (This is an exhibition of materials designed to show something about localities, facilities available to new teachers etc. Hope to do it next year with a big map of England in middle of hall floor with leads out from places to appropriate sections!)

i.e. at 15 hours each.

Exhibitions under category B

i. a) Teaching of reading exhibition.
ii. a) Bristol and the surrounding area. Part of Introductory Course for new students.
iii. a) & b) The world of the school and child. Arranged before first teaching practice.
iv. b) The family.

i.e. at 18 hours each.

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Exhibitions under Category C

i. 6 Exhibitions on resources for learning.

ii. 5 Working exhibitions on aspects of teaching of reading.

iii. 2 Methods of study: book displays showing progression of references and sources when forming bibliography as a work plan.

iv. Books for the severely sub normal child and sources of selection.

v. Resources for learning in primary biology and their sources.

vi. 4 dicplays of Humanities project material.

vii. Sources of selection of children's books. 4 displays

viii. Sources of selection of a.v. material 6 displays

ix. Pictorial material for use as stimulus to creative writing.

i.e. at 3 hours each

Exhibitions under category D

i. Breakthrough to literacy

ii. Ladybird key words to reading scheme

iii. Museums in education

iv. Multi media approach to story telling.

i.e. at 1 hour each.

Exhibitions under Category E

i. Exhibition of children's books on approval

ii. Design - approval exhibition. (we take one subject area per year)

iii. Paper backs for the under 11's. (designed as selection tool for students personal libraries.)

i.e. at 10 hours each.

Exhibitions under Category F

i. V & A exhibitions

2 per term, small as No. 6.

1 per term 'studio loans' larger collections involving us in about 2 hrs. work each and technician in about 6 hrs. work.

ii. (National Book League)

As from next year we aim to have one per term to help serving teachers in area as well. This is legitimate library business as our number of in service courses is increasing.

iii. Schools' Council Exhibition

This describes work of Schools' Council courses on boards and involved 3 hours mounting and dismounting time.

i.e. at 1 hour each

Displays under Category G.

i. Display of books is carried out regularly in term time both in main and children's collection.
Main collection. Approx. 20 mins. per fortnight term time
Children's collection. Approx. 45 mins. per fortnight term time.
In children's collection we display not only new books, but perhaps isolate author or series - takes longer.

ii. Display of AVA
Aim to change display fortnight in term time isolating topic or form
Approx. 1 hr. per fortnight

Exhibitions under category H.

i.	Publisher's exhibition ULP	2 weeks duration
ii.	Publisher's exhibition Pitmans	1 day duration
iii.	Publisher's exhibition Prentice-Hall	3 days duration
iv.	A 6 publisher exhibition of books for teaching of English	1 week duration
v.	Publisher's exhibition OUP	1 day duration
vi.	Publisher's exhibition Methuen	1 day duration

i.e. at 1 hour each

Exhibitions under category I

ROSLA conference exhibitions
Many peoples one world symposium exhibitions
Commercial Studies Conference exhibitions of books and materials

i.e. at 48 hours each

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TABLE 15.2

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STUDENT HELP IN THE LIBRARY AT COLLEGE H

There is a long tradition of student help in the library here. Up until about ten years ago the students unpacked and checked new books, sometimes entered them in the accession book, and did most of the day to day administration of the library. It was, of course, a smaller affair then and there were less than half the number of students we have today.

Most of the tasks done by students then are now the responsibility of the library staff, but the checking in of returned books and a good deal of the shelving is still done by students. Students are also used to contact their colleagues who have failed to return or renew books etc. and once each term all the student librarians are called in for a general tidy up of the library.

The head librarian and the two deputies are extremely useful as go-betweens, and can have considerable influence on their fellow students. In fact the most useful aspect of the use of students in the library is that they act as a leaven in the college, influencing opinion on the use and care of the library. They are, of course, all volunteers, and they can withdraw at any time. In practice our numbers remain fairly constant, and probably average 20 per year group.

Since we never close the library, since it is unmanned for considerable periods each day, and since we have no system of fines or deposits, we have to rely heavily on the community sense of our students. In fact our losses are, I feel remarkably small: last year, for example, we lost 108 out of a stock of 17,500 and this, if past experience is any guide, will reduce to a terminal 30/40 by next year.

In the departmental libraries, i.e. smaller collections which are unlocked for brief periods each week and which are administered by staff only, the losses are sometimes 40% - 50%. Admittedly the type of book is different and the paperbacks are more easily disregarded. Nevertheless I feel there is a moral here somewhere.

We are therefore prepared to put up with some bad shelving because of the positive advantages of student influence. How long this situation can continue I don't know, but should the college grow to much over 500 students, then the community spirit will, I fear, begin to disappear. So long as we all know each other the common decencies have a chance of surviving: the present trend towards so-called cost-efficient units, where quality is sacrificed to quantity, would be disastrous for us. I cannot stress too strongly our belief in the values of college life which present trends in some educational thinking would sacrifice to the demands of misguided 'economic' pressures.

TABLE 16

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College A

Backlogs.

1. Books await processing for 6 months or more. Backlog of 3000 items at one time.

2. Many books awaiting repair or transfer.

3. Re-classification of certain areas of stock where the classification is too broad or otherwise out of date.

4. Proper annual stocktaking and stock editing.

5. Straightening library once a week instead of once in three weeks.

6. Editing of student book lists.

7. More time needed for liaising with academic staff over book selection and avoiding gaps in stock.

8. Long gaps in manning of enquiry desk by professional staff.

9. Professional staff sharing out teaching duties proper to qualified academic tutor librarian.

10. In-service training courses.

College D

Staffing.

1. Professional staff undertake too many typing duties, too much clerical work in processing material acquisitions and too long on purely clerical counter routines. Semi-professional staff required for certain aspects of processing, checking catalogue, pre-filing and manning the counter evenings and weekends.
   Professional staff freed to offer a comprehensive advisory service throughout the opening hours of the library facilities.

2. Additional counter clerical help at peak periods and during T/P sessions (or at least at the commencement and end).

3. Clerk-technician for issue and retrieval of audiovisual material and related equipment. Advisory service on equipment and use of materials.

4. Security: there are never enough staff available to provide adequate security control considering the amount of expensive equipment and the increasing size of the material collections in the library unit. For 22 hours per week in term time there is only one member of staff (untrained clerical) in the library. There is also another 10 hours per week during meal breaks when there is only one person on the desk. This means that out of 78 hours per week (opening hours) 32 of those are covered by only one person.

5. Balance of Staffing.
   Typists to relieve professional staff of catalogue card production; Semi-professional staff to assist in processing and to assist counter staff.

   Professional staff relieved of so much non-professional duties would be able to concentrate on the proper utilization of the collections and to

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train the part-time clerical staff, who, in turn, would be able to undertake more than purely supervisory activities and be better equipped, informed and confident to offer a real library service throughout the opening hours.

Backlogs

A. Book Acquisition: Catalogue revision, estimate that some 25,000 volumes rushed through in capital expenditure period affected. Catalogue at present is no more than a rough and ready finding list, (Professional and Clerical)

B. Periodicals: Catalogue entires for all 300 current subscriptions (plus holdings for all serial publications.) Uncompleted processing of bound volumes of periodicals. Unbound serial parts to be boxed. (Clerical)

C. Audiovisual materials: Cataloguing and accessioning of 2,000 filmstrips. All catalogue entries (except classified) and accessioning for nonbook collections. Integrate with main section and T/P catalogues as appropriate. 2 sets of slides for the poster, wallchart, illustrations collections, classified and filed. (Prof., clerical and technical).

D. Stock maintenance: stock dates from 1966 - 50,000 vols. added in 5 years, problems of weeding will be acute sometime in the future. (Prof. & clerical).

E. Checks on missing books: reordering or write-off. (Professional)

F. Internal use: Straightening at present only achieved in the vacations. (Clerical)

Desirable tasks to be undertaken.

A. Bookstock: added entries in catalogue. (Prof. & clerical)

B. Periodicals: expanded current-awareness service (Prof. & clerical).

C. Audiovisual : expansion of collections, added entries, retrieval systems, publicity, production requests and coordination, hardware services. (Prof.clerical & technical).

D. Stocktaking (Prof. & clerical).

E. Circulation: issue and return of hardware alongside books and software. (Clerical & technical).

F. Daily straightening of shelves.

G. Interloans: membership of Regional Library Scheme, NLL. etc. (still to offer any real interloans service). (Prof. & clerical).

I. Reader's Advisory Services: like interloans almost non-existent. (1 full time professional) Compilation of multimedia bibliographies. (Prof. & clerical).

K. Administration: time to attend professional meetings, courses, conferences, in-service training, and more time for professional reading - keeping up to date.
More time for forward planning, for explanations and training, for talking to staff, etc.
Far more coordination of effort between library unit of our Unified Resources Centre with the production, technical and maintenance sections; with individual subject areas and Professional Board.

College E

Formula 1	Academic Hours	%	Professional Hours	%	Clerical Hours	%
Books	135	10	607	45	607	45
Periodicals	4	2	18	10	163	88
Audiovisuals	142	10	639	45	640	45
Total	281		1264		1620	

Number of items acquired for books + ½ periodicals + Audiovisual acquisitions p.a. = 8549

= 3.3 hrs. per 100 14.8 hrs.per 100 18.9 hrs.per 100

The unit time for book accessions has been reduced to 23 minutes (from 37 minutes) because the books are now processed externally (See Section 41). Otherwise figures are based on Time Study results.

College G

	Academic Hours	%	Professional Hours	%	Clerical Hours	%
Books	211	10	945	45	945	45
Periodicals	3	2	17	10	147	88
Audiovisuals	10	10	45	45	45	45
	224		1007		1137	

Units = 5892

= 3.8 hrs.per 100 17 hrs.per 100 19.5 hrs.per 100

The unit time for book acquisition has been dropped to 27 minutes because BNB cards can now be ordered by SBN. Periodicals were only serviced weekly, and the unit time has been increased to 5 minutes (in line with the time needed elsewhere) to allow them to be dealt with daily, as is more usually done. The library has recently introduced a periodical current contents list and this service is likely to increase the use and awareness of periodicals.

Current Contents Lists

Academic Hours	%	Professional Hours	%	Clerical Hours	%
		17	45	20	55

Units = 5892 items acquired of all types

.3 hrs. per 100 .3 hrs. per 100

Based on a timing experiment at College G.

Periodical Indexing

Academic Hours	%	Professional Hours	%	Clerical Hours	%
		367	47	407	53

Units: 8549 items acquired of all types

4.3 hrs.per 100 4.7 hrs.per 100

Based on Time Study evidence from College E.

L. Expansion of library tutoring. (In subject and professional studies programmes).

College G

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Backlogs

1. Delay in ordering books after selection. Sometimes, say, 2 to 3 weeks instead of ideal 1 week.

2. Delay in dealing with books on receipt. E.g., when we receive a bookseller's monthly statement we often find no books (or hardly any) for that month have been dealt with. The delay continues all along the production line. There is an especial block at present on book plate typing.

3. General shortage of typing power has led to delay in production of subject index to catalogue. A - M only completed so far.

4. Shelving. The library is not tidied as frequently as it should be. The one clear period for tidying (Saturday morning) is not enough for the job. Would like an assistant for at least one hour per day - and I can't find one. The same applies to tidying back numbers of journals.

5. Retrospective subject indexing can rarely be touched.

6. Stockchecking. I do not necessarily advocate regular stockchecks, but we can't do as much as I'd like on checking books found to be missing. I fear we tend to be so busy we "shrug off" missing book problems.

7. Extra jobs on cataloguing, e.g. new A.A. code and now new 18th D.C. have depended on library school student help.

8. Periodicals lists, second hand lists, chasing non-delivered book orders are all inadequate.

Jobs we would like to do

1. Better book selection, i.e. to have staff available to provide bibliographic skill on checking sections of library.

2. Assist staff compile reading lists.

3. Compile our own bibliographies and subject lists, and accessions to stock.

4. Give further bibliographical aid to students in groups doing special studies (already done for English and Geography students).

5. Develop some sort of subject interest amongst library professional staff. With two this is impossible.

6. Have suffcient staff to extend hours when professional staff are available for duty (in evenings) and to have two members of staff on duty in evenings.

7. Better overdues, reservations, and checking books in and out.

8. Institute a modest staff training scheme.

9. In general, we would like to give a more positive service. At present we give a reasonable but passive one.

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Another college (1,500 students and staff)

Attempted, but far from adequately done

Awakening library consciousness among students

Awakening library consciousness among staff

Individual help to students with their studies

Courses on school librarianship (for potential school librarians)

Courses on teaching with books (e.g. topic work) for all students

Selection of gramophone records

Selection of films to build up embryonic film library

Revision of bookstock to discover and improve weak sections

Reclassifying old stock to confirm with present practice

Exhibitions and displays of own stock

Exhibitions and displays of publishers' stock (by subject) National Book League exhibitions etc.

Production of a catalogue of the film library

Production of a catalogue of the record library

Keeping up to date professionally

Bibliographical work (e.g. List of references to Arnold Wesker)

Supervising work of library assistants

Not done

Formal instruction to students on information retrieval

Stocktaking, and subsequent revision of catalogue, ordering of replacements, etc.

Revision of stock to ensure latest editions are bought

Revision of stock, to weed out dilapidated and unrequired books, and to replace as required.

Recataloguing old stock to conform with present practice.

Indexing illustration collection

Indexing newspaper cuttings file

Visiting schools to keep aware of modern teaching

Visiting other libraries to pick other people's brains

TABLE 17 LIST OF LIBRARY TASKS

Tasks	Status Classification	Percentages
BOOK ACQUISITION		
Selection of books	academic/professional	80% Academic 20% Professional
Order checking	professional *)	50% Professional
Making and sending order	clerical)	50% Clerical
Unpacking	clerical**)	
Checking invoices	clerical)	100% Clerical
Accessioning	clerical)	
Classifying	professional/academic)	100% Academic/ Professional
Cataloguing	professional/academic)	
Typing cards	clerical/typist*	100% Clerical
Labelling	clerical)	
Book carding	clerical*)	100% Clerical
Spine numbering	clerical)	
Jacketing	clerical)	
Checking	academic/professional	100% Acad/Prof.
Filing cards	professional	100% Professional
Miscellaneous	any	50%/50% P./C.
TOTAL BOOK ACQUISITION		10% Academic 45% Professional 45% Clerical
PERIODICAL ACQUISITION		
Periodical selection	academic)	
Ordering/receiving	clerical *)	2% Academic 88% Clerical 10% Professional
Checking issues received	clerical)	
Chasing unfulfilled orders	clerical/professional)	
Indexing periodicals	professional	40% Professional
Typing indexes/cards	clerical/typist	60% Clerical
AUDIOVISUAL ACQUISITION		
A.V. selection	academic/professional)	
Order checking	professional)	45% Academic/ Professional 55% Clerical
Ordering	clerical)	
Unpacking	clerical)	
Accessioning	clerical)	

* might be done by typist
** manual staff might be included

Tasks	Status Classification	Percentages
Cataloguing	clerical/professional)	75% Acad./Prof.
Indexing	professional)	25% Clerical
Processing	clerical	100% Clerical
Copying/recording	professional/clerical/ technical ***	?
Storing	clerical	100% clerical
Miscellaneous	clerical/professional	?
TOTAL AUDIOVISUAL ACQUISITION		10% Academic 45% Professional 45% Clerical
STOCK MAINTENANCE		
Repairs	clerical)	
Binding	clerical)	10% Academic
Stock editing	academic/professional)	30% Professional
Discarding	clerical)	60% Clerical
Stocktaking	professional/clerical)	
CIRCULATION		
Issuing	clerical)	
Returns	clerical)	
Overdues	clerical)	85% Clerical
Shelving	clerical)	14% Professional
Fines	clerical)	1% Academic
Disciplinary measures	academic)	
Renewals	professional/clerical)	
Issuing reserve stock	professional/clerical)	
Issuing and returning equipment	professional/clerical***)	
Library Supervision	academic/professional)	35% Professional
Straightening	professional/clerical)	65% Clerical
Shelving	clerical	100% Clerical

*** might be done by technical staff

Tasks	Status Classification	Percentages
INTERLIBRARY LOANS		
Receiving requests	professional/clerical	65% Professional 35% Clerical
Checking I.L.L. Source of supply	professional	
Applying	professional/clerical *	
Receiving	professional/clerical	
Issuing	clerical	
Returning	clerical	
REPROGRAPHY		
Receiving requests	clerical	90% Clerical 10% Professional
Photocopy making	clerical	
Checking copyright	professional	
Receiving payment	clerical	
Readers' advice, teaching	academic/professional	50% Academic 50% Professional
Receiving reservations	clerical	80% Clerical 20% Acad/Prof.
Checking shelves	clerical	
Deciding whether to buy etc.	academic/professional	
Processing reservations	clerical	
ADMINISTRATION		
Policy making	academic	65% Acad) 20% Prof) + variable 15% Cler)
Committees	academic	
Estimates	academic	
Letters	academic/clerical *	
Day to day administration	academic/professional	
Supervision	academic/professional	
Organisation etc.	academic/professional all	

\+ 35% - 45% of Academic total time)
12% - 18% of Professional total time) is spent on Admin. according to staff size.
6% of Clerical total time)

* might be done by typist

Tasks	Status Classification	Percentages
Teaching	academic)	SEE Readers' Advice
Tutorials	academic)	
Planning displays	academic/professional)	50% Professional
Mounting display	clerical)	50% Clerical
Compiling bibliographies	professional)	40% Acad/Prof. 60% Clerical
Accession lists	professional)	
Index lists	professional)	
Typing and duplicating lists	clerical/typist *)	
REGISTRATION		
Registering	clerical)	100% Clerical
De-registering	clerical)	

* might be done by typist

TABLE 18 .1

COLLEGE A   PRESENT SITUATION

Activity	Units p.a.	Unit Time (mins)	Total Time p.a. (hours)	%	Academic Time p.a. (hours)	Professional Time p.a. (hours)	Clerical Time p.a. (hours)
Book Acquis.	7000	26.6	2870	18	376	846	1257.1
Periodical Acq.	3930	8.7	569,9	4	7.4	539.2	2.8
A.V. Acquis.	1100	23.7	434.5	3	0.9	112.5	235.9
Stock Repairs	-	-	333.8	2	5	24.4	241.7
Stock Editing	-	-	342.8	2	68.6	102.8	171,4
Issues	105611	2.7	4752.5	30	275.6	1939	2537.8
Internal Use		.51 +2.7	1458.3	9	1.5	236.2	928.9
Interloans	200	36.3	121	0.8	1	83	37
Photocopying	370	18.0	111	0.7	2.5	8.6	99.9
Readers' Adv.	1550	25	645.8	4	193.7	452.1	-
Reservations	1600	14.4	384	2	44.2	25.3	314.5
Admin.	-	12%	1937	12	1239.7	368	329.3
Lectures	-	-	353.1	2	135.7	155	44.8
Guidance	-	-	276	2	55.7	81.4	80.9
Registration	-	-	400	2	4.8	41.6	326.4
Research	-	-	842.2	5	532.1	53[illegible].1	76.6
Extra						215.2	737.6
Total time needed			15692.8	100	2944.4	5325.4	7422
Total time available			16180.3		2731.7	5369	8079.6
Balance			487.9		212.7	43.6	657
Total time needed minus Research			14988.7		2412.3	5231	7345.4
Total time available minus S.W.			15499.3		2731.7	4748	8019.6
Balance			510.6		319.4	483	674.2
Total staff time per annum at 37.5 hours per week					3900	5850	9400
Lost time							
- vacations					585	678	663
- sickness					584	624	658
Total time available					2731	4748	8019

TABLE 18 .2

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COLLEGE D PRESENT SITUATION

Activity	Units p.a.	Unit Time (mins.)	Total Time p.a. (hours)	%	Academic Time p.a. (hours)	Professional Time p.a. (hours)	Clerical Time p.a. (hours)
Book Acquis.	5270	19.52	1714.5	18	-	1299.6	414.9
Periodical Acq.	3920	2.52	158.1	2		17.9	140.2
A.V. Acquis.	500	7.45	62.1	.6		53	9.1
Stocktaking	-	-	81.4	.9		33.8	47.6
Repairs	-	-	70	.7		42	28
Issues	60840	3.79	3843.1	40		726.3	3116.8
Straightening	1600	2.91	232.8	2.5)		149.7)	408.9)
Shelving	60840 x.63	.51	325.8	3.4)		)	)
ILL	40	16.8	11.2	.1		1.1	10.1
Photocopying	18000	.48	144	1.5		111.6	32.4
Readers' Adv.	876	13	189.8	2		168	21.8
Reservations	800	5.52	74	.8		29.7	44.3
Admin.	-	15%	1415.9	14.9		1095.9	32
Lectures	-	-	200	2.1		200	-
Guidance	-	-	470	4.9		358.6	111.4
Registration	-	-	73	.8		12.2	60.8
Research	-	-	472	5		392.7	79.3
Total Time Needed			9527.7			4733.1	4803.6
Total Time available			9603.8			4598	5005.8
Balance			76.1			135.1	202.2
Overtime			200			200	-
Total Time avail. inc.Overtime			9803.8			4798	5005.8
Balance			276.1			64.9	202.2
Total staff time per annum at 35 hours per week						5460	5678
Lost Time - vacations						644	391.5
- sickness						218	281
Total time available						4598	5005.5

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TABLE 18.3

COLLEGE E PRESENT SITUATION

Activity	Units p.a.	Unit Time (mins.)	Total Time p.a. (hours)	%	Academic Time p.a. (hours)	Professional Time p.a. (hours)	Clerical Time p.a. (hours)
Book Acquis.	600 1800	37.0 23.0	1060	10	63	449	548
Periodical Acq.	2070	5.75	185	2	-	33	152
Periodical Indexing	2070	22.5	775	8	22.5	277	476
A.V. Acquis.	3000	21.3	1065	10	1	408	656
Stocktaing	6 staff	35 hrs.	210	2	35.7	69.3	105
Stock Editing	-	-	125	1	35	46	44
Issues	64151	2.06	2202	21	13	899	1290
Straightening	678 x 40	1.20	542.4	5)		240	345
Shelving	5100	.5	42.5	1)			
ILL	100	14.7	24.5	1	-	24.5	-
Photocopying	203	38.2	129	1	8	59	62
Readers'Adv.	780	34.3	446	4	35	236	175
Reservations	1652	9.1	250.5	2	5	34	211.5
Committees & Planning	-	-	741	7	586	129	26
Admin.	-	-	1239	12	562	404	273
Teaching, display & bibliogs.	-	-	1250	12	965	100	185
Registration	-	-	37	1	-	24	13
Total staff time p.a. at 37 hours per week					1924	3848	5772
Lost Time - vacations - sickness					 494 38	 400 76	 502 289
Total time available + vacation overtime					1392 294	3372 -	4981 -
Total Time available					1686		

TABLE 18.4

COLLEGE G PRESENT STAFFING SITUATION

Activity	Units p.a.	Unit Time (mins)	Total Time p.a. (hours)	%	Academic Time p.a. (hours)	Professional Time p.a. (hours)	Clerical Time p.a. (hours)
Book Acquis.	4698	29.7	2325	27.1	325	605	1279
Periodical Acq.	1986	1.2	40	.5	6		34
A.V. Acquis.	201	28.6	96	1.1	-	1	95
Stock Repairs			200	2.3	36	64	92
Stock Editing	5 staff x 40 hours each		200	2.3	40	40	120
Issues	39202	4.9	3201	37.3	128	256	2753
Internal Use							
-Shelving	9800	.32	55	.6			
-Straightening	1020 shelves x 6	1.0	100	1.2			
-Total	-	-	155	1.8	-	20	135
Interloans	138	23.7	55	.6	5	50	
Photocopying	11171	[illegible]	37	.4	7	10	20
Readers' Adv.	760	8.0	101	1.2	12	81	8
Reservations	not known		3	.03	-	1	2
Administration		15%	1288	15.0	786	206	283
Lectures	57	150.0	142	1.6	142	-	-
Display etc. Bibliographies	-	-	225	2.6	128	-	32
Registration	250	1.0	4	.04	-	-	4
Research	6%		515	6.0	139	232	139
Extra						271	
Total Time needed			8587	100	1754	1837	4996
Total Time available (inc. Extra)			8635		1653	1818	5164
Balance			+48		-101	-19	+168
Total Staff time per annum at 38 hours per week			9880		1976	1976	5928
Lost Time							
- vacations			-995		-243	-228	-524
- sickness			-400		- 80	- 80	-240
Extra Time available						150	
Total time available			+8635		1653	1818	5164

TABLE 18.5

COLLEGE A FUTURE SITUATION

Activity	Units p.a.	Unit Time (mins)	Total Time p.a. (hours)	%	Academic Time p.a. (hours)	Professional Time p.a. (hours)	Clerical Time p.a. (hours)	Manual or Technical p.a.(hrs).
Book Acquis.	10000	29.09	4848	21.7	776	1261	2612	200 M.
Periodicals	4320	8.7	626	2.8	6	376	244	
A.V. Acquis.	2230	23.7	881	3.9		308	485	88 T,
Stock Maint.			677	3.0	66	115	494	
Issues	126237	2.7	5682	25.3	284	625	4205	396 M. 172 T.
Straighten.	1500	2.7	2498	11.1				
Shelving	56825	.51	947	4.2				172 M.
Total			3445	15.3		587	1309	1378 M.
Interloan	300	36.3	182	.8	2	123	56	
Photocopying	500	10	83	.4	2	7	75	
Readers' Adv.	1800	69	1783	7.9	250	1533		
Reservations	2400	14.4	576	2.6	6	98	472	
Admin.	12% of total		2694	12	1455	781	458	
Lectures	46 + prep.	1.5	240					
Guidance			330		205	165	200	
Total			570	2.5				
Registration	1550		400	1.8			400	
Total Time needed			22447		3054	5979	11010	260 T. 2146 M.
Total Time available			16046		3075	4836	8135	
Balance 1			6401		+ 21	-1142	-2875	-2146 M. - 260 T.
New Staff hours obtained			1627				1627	
Balance 2			-4774		+ 21	-1142	-1248	-2146 - 260
No.of extra staff sought						1	½	1⅓ M. 260 T.
Balance 3			+ 75		+ 21	+ 469	-434	+ 18 M.
Transfer						- 434		
Final Balance			+ 75		+ 21	+ 36		+ 18 M.

NOTES ON TABLE 18.5

The librarian wishes to introduce manual staff to do manual tasks considered unsuitable for girls and women, and also to act asgeneral porters, and thus improve control. There is also a need for technical assistance with hardware in the audiovisual department. Proportions have been altered in Activities A, C and F to include such people. Other proportions have been altered, (1) to accommodate the new staffing balance sought, and (2) where the librarian believes that work is not being done by the most suitable kind of staff.

A. Unit time has been increased to allow for improved selection and the extra process involved in inserting Diver Detection Strips.

B. Unit is increased by librarian's estimate of increased periodical buying.

C. Unit is increased considerably because library has been under-buying owing to lack of time available to process materials.

D. remains constant.

E. is based on librarian's estimate of increased issues, according to increase shown by statistics of past years.

F.1 Straightening is increased to enable the whole library to be straightened weekly instead of every three weeks.

F.2 is increased; issues will increase and presumably internal use will do likewise.

G. Unit is increased, based on librarian's estimate from past years.

H. Unit is increased, based on librarian's estimate from past years, and because library will have photocopier; latter reason also explains decrease in unit time.

I Amount of time is increased according to librarian's policy of giving more time to this activity; at present not enough is being done to help students and in the future, more general advice will be given in place of some of the formal lectures.

L.1 Formal lecture programme has been curtailed.

L.2 The new library will require more display work. More book lists are also needed.

M. This is expected to increase because of in-service course work in future.

Total time available has been calculated assuming 5% sickness rates.

Balance 1. One new clerical member of staff has already been appointed.

Balance 2. therefore applies at present.

Librarian wishes to appoint 1 new professional, plus half a clerical.

The 433 minutes left as Balance needed in the clerical column must, therefore, be transferred to the professional column to eliminate the balance available there. It will, therefore, be necessary for the librarian to look again at each task, and see which job could best be altered proportionately to achieve this transfer.

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TABLE 19 CALCULATIONS OF RATES FOR FORMULAE 1 - 3

Calculations for Formula 1: Hours per 100 items acquired.

College A

	Academic		Professional		Clerical	
	Hours	%	Hours	%	Hours	%
Books	500	10	2250	45	2250	45
Periodicals	12	2	63	10	551	88
Audiovisuals	88	10	396	45	396	45

Number of items = books + $\frac{1}{2}$ periodicals + Audiovisual acquisitions p.a.= 14390

rate =

Academic	Professional	Clerical
$\frac{600}{14390} \div 100$	$\frac{2709}{14390} \div 100$	$\frac{3197}{14390} \div 100$
4.2 hrs. per 100	18.8 hrs.per 100	22.2 hrs.per 100

One adjustment has been made to the Time Study evidence; the unit time for book acquisitions has been increased to 30 minutes (from 26.2 minutes) to mitigate the previously inadequate selection procedure, and include time for inserting Diver detection strips. Otherwise all hours are obtained by multiplying total annual units by the unit time discovered during the Time Study.

All percentages used are taken from our compromise list, See Table 17, Appendix IV.

College D

Formula 1	Academic		Professional		Clerical	
	Hours	%	Hours	%	Hours	%
Books	171	10	772	45	772	45
Periodicals	3	2	16	10	139	88
Audiovisuals	6	10	28	45	28	45
Total	180		816		939	

Number of items acquired for books + $\frac{1}{2}$ periodicals + Audiovisual acquisitions = 9690.

Academic	Professional	Clerical
$\frac{180}{9690} \div 100$	$\frac{816}{9690} \div 100$	$\frac{939}{9690} \div 100$
1.8 hrs.per 100	8.4 hrs.per 100	9.7 hrs.per 100

All the unit times used to calculate the above were found from the Time Study

Accessions Lists

	Professional		Clerical	
	Hours	%	Hours	%
	17	10	128	90
Units 8549 items acquired of all types				
	.2 hrs.		1.5 hrs.	

Estimated with reference to typist's time to type one page of a list, and using College E's acquisitions figure in order to quantify overall amounts per 100 items

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Calculations for Formula 2: Hours per 100 items issued.

General Notes.

Shelving is estimated in relation to the amount recorded during the Time Study, and the assumption that it fluctuates in line with the issues (i.e. internal:external use in constant conjunction). Registration is subsumed under this formula for convenience - it is a very small amount (.3 hours in the largest case) and so of little significance wherever it goes. It is assumed that ILL and reservations fluctuate in relation to the size of the issue but never rise above 5% of the latter. If, exceptionally they do so then an addition, as shown, is to be made:

College A

	Academic		Professional		Clerical	
	Hours	%	Hours	%	Hours	%
Circulation	47	1	665	14	4039	85
Shelving (internal use)	-	0	-	-	610	100
Interloans	-	0	39	65	31	35
Photocopying	-	0	5	10	50	90
Reservations	29	5	38	15	346	80
Registration	-	0	-	0	200	100
	76		747		5276	

Total issues = 105611

Academic	Professional	Clerical
$\frac{76}{105611} \div 100$	$\frac{747}{105611} \div 100$	$\frac{5276}{105611} \div 100$
.07 hrs.per 100	.71 hrs.per 100	5.0 hrs.per 100

The times are calculated according to Time Study figures. Reservations takes longer than elsewhere because of the issue system. If the reservation unit time is reduced by .5 minutes the reservation hours above become:

Academic	Professional	Clerical
7 hrs.	20 hrs.	106 hrs.

The Formula 2 totals become:

Academic	Professional	Clerical
53 hrs.	729 hrs.	5036 hrs.

and the hours per 100 become:

Academic	Professional	Clerical
.05	.69	4.8

The difference therefore is only for the clerical staff (as all figures will be corrected to one decimal place only when used as rates).

The above figures are used for the rate per 100 and the difference, .2 hours per 100 should only be added by those colleges who file their issue in transaction order.

College D

	Academic		Professional		Clerical	
	Hours	%	Hours	%	Hours	%
Circulation	38	1	538	14	3267	85
Shelving	-		-		326	75
Interloan	-		36	65	20	35
Photocopying	-		14	10	130	90
Reservations	5	5	15	15	80	80
Registration	-		-		150	100
	43		603		3953	

Total issues = 60840

.07 hrs.per 100 1.0 hrs.per 100 6.5 hrs.per 100

The reservation system at College D was new and their interloans still small because they have, till recently, been able to purchase most requested items. Both systems are likely to develop very shortly and the hours needed have been increased accordingly.

The reservation system had in fact only run for a part year, and therefore an estimate was needed in any case.

College E

Formula 2	Academic		Professional		Clerical	
	Hours	%	Hours	%	Hours	%
Circulation	17	1	245	14	1488	85
Shelving					43	100
Interloan			16	65	9	3
Photocopying			13	10	116	90
Reservations	12	5	38	15	200	80
Registration					37	100
Total	29		312		1914	

Number of items issued per annum = 51,000

= .06 hrs.per 100 .6 hrs.per 100 3.7 hrs.per 100

All hours have been calculated from Time Study results. A very small number of items are apparently left out by internal users for shelving. If there was as much of this at College E it would increase the Clerical hours total by 400 hours to 2314 hours, and the clerical rate would increase to 4.5 hours per 100 issues. Therefore the difference between the hours needed in a library where little shelving of internal materials is needed and one where a very large amount is necessary is .8 clerical hours per 100. The two colleges, A and E are extremes and the norm (the rate of shelving needed at Colleges G and D) lies roughly midway between these. Therefore we can subtract .4 clerical hours per 100 from College A's rate, and add .4 clerical hours to College E's rate. Thus making them average colleges. The .4 hours can then be used as an extra, moveable part to all rates as needed.

College G

	Academic		Professional		Clerical	
	Hours	%	Hours	%	Hours	%
Circulation	28	1	398	14	2415	85
Shelving	-		-		220	100
Interloans	-		138	65	20	35
Photocopying	-		4	10	36	90
Reservation	2	5	8	15	40	80
Regiatratoon					50	100
Total	30		448		2781	

Total issues = 42610

.07 hrs. per 100   1.0 hrs. per 100   6.5 hrs per 100

The unit time for Circulation has been reduced to 4.4 mins. to take into account the effect of the relaxation allowance (see section 2) and then further reduced to 4.0 mins because an alteration to the counting and filing system should produce a ssving of about .4 mins.

It will be noticed that of the three libraries with supervised issue systems, the one with a relatively small number of issues and the one with long supervised opening hours are the same but the third is quicker. I t is likely that handling a greater number of issues leads to economies of time on Circulation, unless the opening hours are long enough to cancel out the gain. If the larger rate is applied to the first 450000issues in all libraries except those with long opening hours, we need to calculate a smaller rate which will slowly reduce the average hours per 100 claimed until, at an issue figure of about 100000, it levels out and College A's rate can be applied to all subsequent issues.

A rate of

Academic	Professional	Clerical
.1 hrs. per 100	1.0 hrs per 100	6.5 hrs per 100

for 45000 issues would allow:

45 hrs.	450 hrs.	2925 hrs.

The total hours neede at Colllege A were:

76 hrs.	747 hrs.	5276 hrs.

for 105611 issues. Therefore

31 hrs	297 hrs.	2351 hrs.

are neededfor the difference between 105611 and 45000 issues, which is 60611.
The lower rate is therefore:

.05 hrs. (i e .1)	.5 hrs.	3.9 hrs

and this should be used for the 550 hundreds after the first 450 hundreds, the College A rate then being used for all subsequent hundreds.

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Calculations for Formula 3: Hours per 100 items in stock

College A

	Academic		Professional		Clerical	
	Hours	%	Hours	%	Hours	%
Stock editing	68	10	203	30	406	60
Straightening	-		860	35	1638	65
Total	68		1063		2044	

Total stock = 84388 items (including all audiovisuals and one year's periodical subscription issues)

.1 hrs. per 100   1.3 hrs. per 100   2.4 hrs per 100

Stock editing is estimated from the time study and from the librarian's information concerning the tasks done. This library is beginning to carry out a relegation policy.

College D

	Hours	%	Hours	%	Hours	%
Stock editing	60	10	180	30	360	60
Straightening	-		408	35	1224	65
Total	60		688		1584	

Total stock = 60340 items

.1 hrs. per 100   1.1 hrs per 100   2.6 hrs. per 100

This is a new college with little need to discard at present, except for some ephemeral audiovisual items. However, it will shortly need to begin to discard and hours have been calculated with reference to the time needed at College A with a similar stock.

College E

	Hours	%	Hours	%	Hours	%
Stock editing	50	10	150	30	300	60
Straightening	-		191	35	355	65
Total	50		341		6 55	

Total stock (including 11698 audiovisual items) = 44406 items.

.1 hrs per100   .8 hrs per 100   1.5 hrs. per 100

This library stores its audiovisual materials in a closed access collection and so do not have to be straightened very often. However, they cannot be removed from the total as they do require editing and some time for this has been added to that recorded for books, but at a lower rate as some items, eg. pictures are of a very ephemeral nature and require neither time to repair nor for decisions on discarding. If we reduce them to a quarter, the total stock would be 35633 and rates for hours per 100 for each type of staff would be:

.1   1.0   1.8 per 100

College G

	Academic Hours	%	Professional Hours	%	Clerical Hours	%
Stock editing	60	10	180	30	360	60
Straightening	-		257	35	478	65
Total	60		437		838	

Total stock = 4[illegible] items

	Academic	Professional	Clerical
	.1 hrs. per 100	1.1 hrs. per 100	2.0 hrs. per 100

The hours for stock editing have been calculated with reference to the time study, with an addition for relegation according to the librarian's estimate.

It will be noted that the figures for C, A, D and G are very similar and a single compromise rate of

.1 hrs.	1.2 hrs.	2.4 hrs.

will probably be satisfactory for all libraries at the present, other than those with a very large closed access audiovisuals store. This rate may need updating as libraries get older and more discarding is needed and in the light of further investigations into relegation such as is soon to be carried out at Newcastle-upon- Tyne University.

APPENDIX V A

TABLE 1. SURVEY INFORMATION BY YEAR GROUP

B. GROSSETESTE	1st. year	2nd. year	3rd.year Cert.	3rd.year B.Ed.	4th.year	P.G.
No.in college	183	174	151	26	12	
No. sampled	53	52	46	6	3	
Response rate Round 1	26	26	20	4	1	
Response rate Total	43	37	33	6	1	
% Response Rate	81	71	74	100	33	
Average No.of visits made per week	3	5	4	4	4	

BISHOP LONSDALE		T.P.		
No.in college	242	244	242	52
No.sampled	61	61	61	12
Response rate Round 1	32	25	36	8
Response rate Total	44	43	43	10
% Response Rate	74	71	71	83
Average No.of visits made per week	2	4	3	2

TABLE 1

EATON HALL	1st.year	T.P. 2nd.year	3rd.year Cert.	3rd.year B.Ed.	4th.year.	P.G.
No. in college	192		177		28	
No. sampled	96		89		14	
Response rate Round 1.	51		60		12	
Response rate Total	67		70		13	
% Response rate	70		79		93	
Average No. of Visits made per week	4		4		8	

KESTEVEN

		T.P.				
No. in college	222	72	136	51	25	
No. sampled	77	26	43	23	9	
Response rate Round 1	35	7	26	9	6	
Response rate Total	51	13	32	12	7	
% Response Rate	66	50	74	52	78	
Average No. of Visits made per week	5	5	6	6	4	

MATLOCK	1st.year	2nd.year	3rd.year Cert.	3rd.year B.Ed.	4th.year	P.G.
No.incollege	248	214	228		63	35
No. sampled	74	65	*		19	**
Response rate Round 1.	29	37			8	
Response rate Total	43	41			12	
% Response Rate	58	63			63	
Average No. of Visits made per week	3	4			5	

NOTTINGHAM

			½ T.P.			
No. in college	380	359	242	121	127	100
No. sampled	57	54	34	21	19	15
Response rate Round 1.	29	33	12	11	14	6
Response rate Total	40	39	23	13	17	8
% Response Rate	70	72	68	62	90	54
Average No. of Visits made per week	3	3	3	9	4	4

* Not sampled because on T.P.

** Not sampled because such a small group

KING ALFRED'S	1st.year	2nd.year	½ T.P. 3rd.year Cert.	B.Ed.	4th.year	P.G.
No. in college	228	256	229			
No. sampled	36	44	40			
Response rate Round 1.	25	28	32			
Response rate Total	25	28	32			
% Response rate	70	66	80			
Average No. of Visits made per week	3	4	3			

PORTSMOUTH

	T.P.					
No. in college	304	309	269	48	36	39
No. sampled	48	45	34	8	6	6
Response rate Round 1.	14	12	13	5	6	1
Response rate Total	34	27	23	6	6	4
% Response rate	71	60	68	75	100	67
Average No. of Visits made per week	2	3	3	4	4	6

SARUM ST.MICHAEL	1st.year	2nd.year Cert.	2nd.year B.Ed.	3rd.year Cert.	3rd.year B.Ed.	4th.year	P.G.
No. in college	158	148		186			
No. sampled	46	45		54			
Response rate Round 1	25	16	4	29	8		
Response rate Total	40	22	5	36	8		
% Response rate	87	63		81			
Average No. of Visits made per week	2	3	3	3	3		

WEYMOUTH

	1st.year	2nd.year Cert.	2nd.year T.P.	3rd.year Cert.	3rd.year B.Ed.	4th.year	P.G.
No. in college	262	183	17	156	23	10	27
No. sampled	55	41	3	33	5	2	6
Response rate Round 1	25	9	0	12	2	2	2
Response rate Total	43	21	0	24	5	2	5
% Response rate	78	51	0	72	100	100	83
Average no. of Visits made per week	3	1	0	4	4	7	1

DIDSBURY*	1st.year Cert.	1st.year B.Ed.	2nd.year Cert.	2nd.year B.Ed.	3rd.year Cert.	3rd.year B.Ed.	4th.year Cert.B.Ed.	P.G.
No. in college	270	215	268	156	318	113	75	101
	(270	244	272	179			103	129)
No. sampled	36	28	31	25	44	12	10	14
	(42	40	46	30			16	22)
Response rate Round 1	28	18	17	24	31	6	9	8
	(11	26	14	15			9	11)
Response rate Total	27	22	23	24	36	8	9	11
	(11	26	14	15			9	11)
% Response rate	75	79	74	96	82	67	90	79
	(11	29	16	17			10	12)
Average No. of Visits made per week	4	4	4	4			6	4

MANCHESTER

	1st.year	2nd.year	3rd.year
No. incollege	184	180	185
No. sampled	50	50	50
Response rate Round 1	25	31	8
Response rate Total	43	41	34
% Response rate	86	82	68
Average No. of Visits made per week	3	3	.7

* 1st figures refer to situation applying to the questionnaire survey, figures in brackets refer to situation applying to the diary survey when 3rd years were on T.P.

MATHER	1st.year Cert.	B.Ed.	2nd.year Cert.	B.Ed.	T.P. 3rd.year Cert.	B.Ed.	4th year.	P.G.
No.in college	178	30	208	24	183	18	17	
No. sa mpled	49	3	51	6	43	7	4	
Response rate Round 1	21	2	24	-	17	-	0	
Response rate Total	33	2	36	2	31	3	3	
% Response rate	67	67	71	33	72	43	75	
Average No. of Visits made per week	3	3	3	3	.5	2	2	

PADGATE								T.P.
No.in college	313		167	113	207	80	73	73
No. sampled	47		25	17	31	12	11	11
Response rate Round 1	17		8	4	8	6	5	0
Response rate Total	20		16	10	14	7	10	4
% Response rate	44		64	59	42	58	73	36
Average No. of Visits made per week	4		2	2	3	3	3	3

SEDGLEY PARK	1st.year	2nd.year Cert.	2nd.year B.Ed.	T.P. 3rd.year Cert.	T.P. 3rd.year B.Ed.	4th year.	P.G.
No.in college	212	144	35	140	12	16	
No. sampled	51	35	8	34	3	4	
Response rate Round 1	22	10	4	5	1	3	
Response rate Total	41	35	8	13	1	4	
% Response rate	80	100	100	38	33	100	
Average No. of Visits made per week	4	4	4	2	2	4	

CHORLEY

CHORLEY	1st.year	2nd.year Cert.	2nd.year B.Ed.	3rd.year Cert.	3rd.year B.Ed.	4th year.	P.G.
No. in college	240	285		260		80	
No. sampled	48	57		52		16	
Response rate Round 1	25	15		24		10	
Response rate Total	38	32		34		11	
% Response rate	79	56		65		68	
Average No. of Visits made per week	2	3		3		3	

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FURZEDOWN	1st.year	2nd.year	3 rd.year	4th.year	P.G.
No.in college	269	243	236	18	
No.Sampled	52	48	47	3	
Response rate Round 1	15	11	8	1	
Response rate Total	29	20	19	2	
% Response rate	56	42	40	67	
Average No. of Visits made per week	2	2	2	2	

REDLAND BRISTOL

No. in college	287	224	222	29	78
No. sampled	150	117	117*	15	40
Response rate Round 1	67	44		8	9
Response rate Total	104	60		10	17
% Response rate	69	51		66	21
Average No. of Visits made per week	4	3		7	3

* sampled but not used because of low response. The year was on T.P.

T.A.S.C.	T.P. 1st.year	2nd.year	3rd.year	4th.year	P.G.
No. in college	300	247	190	88	
No. sampled	60	49	38	18	
Response Rate Round 1	31	23	4	10	
Response rate Total	40	33	10	14	
% Response rate	67	67	26	78	
Average No. of Visits made per week	6	5	1	7	

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TABLE 2. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES: EXCLUDING T.P.STUDENTS

B. GROSSETESTE

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Students	Mins.	Mins.	Books	Students
	100	100	100	100	100	100	100
TOTAL	(41733)	(1326)	(166)	(6027)	(3973)	(724)	(166)
College	89	86	88	70	48	44	52
Central	7	9	18	18	31	34	35
Branch	1	2	7	9	14	16	22
University	1	1	2	*	*	*	2
Institute	1	1	1	1	1	1	2
Other colleges	1	1	1	1	4	1	2
Other	*	*	*	1	2	2	*

B. LONSDALE

TOTAL	(20599)	(748)	(134)	(4131)	(3533)	(542)	(134)
College	68	74	71	65	34	35	61
Central	25	21	29	22	49	43	52
Branch	4	3	5	8	15	21	17
University	1	1	1	2	1	1	2
Institute	2	*	1	2	*	*	1
Other Colleges	*	*	1	*	*	*	1
Other	*	*	*	1	1	*	*

EATON HALL

TOTAL	(25327)	(1032)	(144)	(6380)	(3594)	(748)	(144)
College	90	89	84	72	66	70	80
Central	3	4	10	10	8	8	14
Branch	3	5	10	14	24	18	29
University	1	*	1	1	*	*	1
Institute	2	1	2	2	*	2	1
Other Colleges	1	1	1	1	1	2	3
Other	*	*	*	*	1	*	*

KESTEVEN

TOTAL	(85602)	(1088)	(178)	(8439)	(4383)	(583)	(178)
College	89	72	98	85	43	62	70
Central	3	7	12	8	49	26	22
Branch	1	5	5	4	6	8	7
University	5	10	9	1	*	*	1
Institute	1	4	2	2	1	1	3
Other colleges	1	2	2	*	1	3	1
Other	*	*	*	*	*	*	*

N.B. Students total is the number of students sampled who responded. Some used several libraries and some none. Therefore these percentages do not add up to 100

TABLE 2. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES : EXCLUDING T.P. STUDENTS

MATLOCK

	REFERENCE			BROWSING	BORROWING		
	Mins. 100	Books 100	Students 100	Mins. 100	Mins. 100	Books 100	Students 100
TOTAL	(27034)	(749)	(96)	(4067)	(2561)	(418)	(96)
College	92	87	82	80	68	75	79
Central	3	5	9	7	6	7	11
Branch	2	3	3	11	24	15	19
University	1	1	2	*	*	*	2
Institute	1	1	2	1	1	2	2
Other Colleges	*	*	3	*	1	1	*
Other	1	3	*	1	*	*	*

NOTTINGHAM

TOTAL	(67340)	(1552)	(170)	(9318)	(3668)	(632)	(170)
College	91	83	87	66	66	59	62
Central	3	6	11	13	14	15	16
Branch	2	3	9	7	14	20	15
University	1	5	5	3	3	1	2
Institute	2	2	5	6	2	3	2
Other Colleges	1	1	1	5	1	1	3
Other	*	*	*	*	*	*	*

K. ALFRED'S

TOTAL	(19731)	(524)	(86)	(3703)	(2467)	(388)	(86)
College	81	77	82	53	30	43	57
Central	9	13	26	34	54	45	52
Branch	4	4	8	10	12	7	14
University	1	1	1	1	2	2	3
Institute	1	2	1	1	1	2	3
Other Colleges	*	*	*	*	*	*	*
Other	4	3	2	*	1	1	1

PORTSMOUTH

TOTAL	(11118)	(453)	(66)	(2278)	(1283)	(273)	(66)
College	88	88	95	73	55	64	65
Central	6	6	17	20	28	25	35
Branch	*	1	5	2	5	6	9
University	4	2	6	3	6	2	5
Institute	1	1	4	1	3	2	3
Other Colleges	1	1	3	1	3	1	1
Other	*	*	*	*	*	*	*

TABLE 2. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES : EXCLUDING T.P. STUDENTS

SARUM ST. MICHAEL

	REFERENCE			BROWSING	BORROWING		
	Mins. 100	Books 100	Students 100	Mins. 100	Mins. 100	Books 100	Students 100
TOTAL	(20623)	(832)	(143)	(4752)	(2839)	(646)	(143)
College	82	81	73	65	54	56	68
Central	7	10	18	22	29	28	36
Branch	2	4	5	7	11	11	10
University	*	*	*	*	*	1	1
Institute	2	1	2	1	4	3	5
Other Colleges	3	2	3	2	2	1	1
Other	4	1	5	1	*	*	*

WEYMOUTH

TOTAL	(15219)	(538)	(74)	(4002)	(1921)	(388)	(74)
College	74	79	81	67	54	59	61
Central	13	11	24	20	26	24	38
Branch	5	6	9	10	11	12	18
University	2	1	1	*	*	*	*
Institute	1	1	3	1	6	3	5
Other Colleges	2	1	1	2	2	1	1
Other	3	*	1	*	1	1	1

DIDSBURY

TOTAL	(55287)	(1469)	(116)	(7239)	(7196)	(817)	(116)
College	81	78	99	79	18	65	73
Central	12	12	35	11	34	11	29
Branch	5	6	28	9	42	20	37
University	1	2	5	*	3	2	3
Institute	1	1	3	*	1	1	1
Other Colleges	*	*	*	1	*	*	*
Other	*	*	*	*	2	1	3

MANCHESTER

TOTAL	(9466)	(441)	(100)	(3719)	(2843)	(540)	(100)
College	74	68	73	45	49	46	68
Central	15	16	18	19	20	22	31
Branch	7	13	17	31	27	26	42
University	*	*	*	*	*	*	*
Institute	1	1	1	*	*	1	1
Other Colleges	2	2	2	3	3	4	3
Other	1	*	2	2	*	1	3

TABLE 2. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES: EXCLUDING T.P. STUDENTS

MATHER

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Students	Mins.	Mins.	Books	Students
	100	100	100	100	100	100	100
TOTAL	(22820)	(687)	(113)	(3897)	(2482)	(383)	(113)
College	72	66	91	46	35	34	60
Central	16	16	27	33	18	18	33
Branch	10	15	20	19	47	49	45
University	*	*	*	1	*	*	*
Institute	1	1	1	*	*	*	*
Other colleges	1	1	2	*	*	*	*
Other	*	1	2	1	*	*	*

PADGATE

TOTAL	(35284)	(479)	(152)	(3795)	(1032)	(255)	(152)
College	87	89	53	70	54	63	41
Central	5	5	8	13	16	14	9
Branch	5	1	7	11	28	18	15
Univeristy	1	1	1	1	*	*	*
Institute	2	4	3	5	2	5	3
Other colleges	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*

SEDGLEY PARK

TOTAL	(26882)	(882)	(98)	(4085)	(2753)	(414)	(98)
College	86	77	94	68	64	56	67
Central	8	15	27	12	18	23	26
Branch	2	4	13	8	13	17	22
University	1	1	2	*	1	*	1
Institute	*	*	*	*	*	*	*
Other colleges	2	2	2	4	4	3	5
Other	1	1	2	8	*	*	*

CHORLEY

TOTAL	(23733)	(709)	(115)	(6122)	(3777)	(711)	(115)
College	76	68	80	46	34	31	57
Central	13	20	28	29	39	34	55
Branch	4	6	11	17	19	28	36
University	4	2	4	2	1	2	3
Institute	1	2	2	2	1	1	2
Other colleges	2	1	2	4	5	3	4
Other	*	1	1	*	1	1	1

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TABLE 2. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES: EXCLUDING T.P. STUDENTS

FURZEDOWN

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Students	Mins.	Mins.	Books	Students
	100	100	100	100	100	100	100
TOTAL	(4623)	(155)	(70)	(3136)	(553)	(237)	(70)
College	77	82	56	61	69	66	66
Central	1	4	3	8	12	12	10
Branch	10	8	10	27	15	18	21
University	*	*	*	1	2	3	3
Institute	12	6	4	3	1	1	1
Other Colleges	*	*	*	*	*	*	*
Other	*	*	*	*	1	*	1

REDLAND

TOTAL	(58192)	(1424)	(192)	(8648)	(6204)	(755)	(192)
College	82	77	85	61	40	51	59
Central	14	16	32	27	42	29	30
Branch	1	2	5	9	15	18	19
University	1	1	2	*	*	*	*
Institute	1	2	2	*	*	*	*
Other Colleges	1	2	4	3	3	5	5
Other	*	*	*	*	*	*	*

T.A.S.C.

TOTAL	(47873)	(1301)	(127)	(6560)	(2275)	(405)	(127)
College	79	81	94	76	59	68	85
Central	7	7	16	7	15	7	31
Branch	1	1	2	1	4	5	5
University	6	5	11	6	3	3	12
Institute	4	4	6	10	16	15	6
Other Colleges	2	2	2	*	*	*	*
Other	1	*	1	*	3	1	2

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TABLE 2.1. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES, INCLUDING STUDENTS ON TEACHING PRACTICE

B. LONSDALE

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Students	Mins.	Mins.	Books	Students
	100	100	100	100	100	100	100
TOTAL	(24004)	(851)	(195)	(5851)	(4753)	(679)	(195)
College	64	69	51	50	26	29	36
Central	26	22	29	37	46	44	46
Branch	5	5	6	7	25	23	14
University	1	1	1	4	2	2	2
Institute	1	1	2	1	1	2	2
Other colleges	1	*	1	*	*	*	1
Other	2	2	1	1	*	*	*

NOTTINGHAM

TOTAL	(69848)	(1605)	(200)	(10376)	(3974)	(687)	(200)
College	92	83	77	66	65	59	56
Central	3	6	11	13	14	16	13
Branch	1	3	8	7	15	19	12
University	1	5	4	3	3	2	1
Institute	2	2	4	5	2	3	2
Other colleges	1	1	2	6	1	1	2
Other	*	*	*	*	*	*	*

PORTSMOUTH

TOTAL	(13029)	(573)	(100)	(3229)	(2237)	(423)	(100)
College	86	84	75	64	55	55	64
Central	5	6	13	19	22	22	30
Branch	1	1	4	5	11	11	15
University	4	2	4	2	3	1	3
Institute	1	1	3	1	2	1	2
Other colleges	1	1	2	1	2	1	2
Other	2	5	5	8	5	9	7

WEYMOUTH

TOTAL	(16711)	(635)	(100)	(4815)	(2312)	(484)	(100)
College	73	77	68	63	53	59	60
Central	14	13	24	19	29	23	34
Branch	5	6	9	9	10	13	16
University	2	1	1	1	*	*	*
Institute	4	1	2	5	5	2	4
Other colleges	3	1	2	3	2	2	2
Other	2	*	1	*	1	1	1

TABLE 2.1. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES, INCLUDING STUDENTS ON TEACHING PRACTICE.

MANCHESTER

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Students	Mins.	Mins.	Books	Students
TOTAL	100 (11943)	100 (619)	100 (150)	100 (5503)	100 (3827)	100 (724)	100 (150)
College	63	56	81	37	41	43	82
Central	26	21	31	28	24	25	47
Branch	9	19	28	28	31	26	60
University	*	*	*	*	*	*	*
Institute	*	*	1	*	*	*	*
Other colleges	1	3	2	3	2	4	4
Other	1	1	3	4	2	1	5

MATHER

TOTAL	(26572)	(876)	(163)	(5140)	(3314)	(539)	(163)
College	65	60	66	41	31	29	46
Central	21	19	25	28	17	17	20
Branch	12	17	23	26	50	52	42
University	*	1	1	1	*	*	1
Institute	1	1	1	1	*	*	1
Other colleges	*	1	2	*	1	*	1
Other	1	1	2	2	1	1	1

PADGATE

TOTAL	(35284)	(479)	(152)	(3795)	(1032)	(255)	(152)
College	87	89	53	70	54	63	41
Central	5	5	8	13	16	14	9
Branch	5	1	7	11	28	18	15
University	1	1	1	1	*	*	*
Institute	2	4	3	5	2	5	3
Other colleges	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*

SEDGLEY PARK

TOTAL	(30465)	(1103)	(135)	(6064)	(3870)	(432)	(135)
College	82	75	78	68	69	56	58
Central	11	16	25	16	19	24	21
Branch	2	3	9	6	9	17	16
University	1	2	3	3	*	*	1
Institute	*	*	*	*	*	*	*
Other colleges	3	3	3	2	2	3	4
Other	1	1	1	5	*	*	*

TABLE 2.1. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES, INCLUDING STUDENTS ON TEACHING PRACTICE

T.A.S.C.

	REFERENCE			BROWSING	BORROWING		
	Mins. 100 (49812)	Books 100 (1418)	Students 100 (165)	Mins. 100 (7446)	Mins. 100 (2908)	Books 100 (497)	Students 100 (165)
College	78	80	83	76	63	69	65
Central	7	7	13	6	14	7	24
Branch	1	1	2	1	3	4	4
University	6	5	9	6	2	2	3
Institute	5	5	7	10	15	14	1
Other colleges	2	2	1	1	*	*	*
Other	1	*	2	*	3	3	1

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TABLE 2.2. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES BY STUDENTS ON TEACHING PRACTICE.

B. LONSDALE

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Students	Mins.	Mins.	Books	Students
	100	100	100	100	100	100	100
TOTAL	(1505)	(93)	(61)	(1720)	(1220)	(147)	(61)
College	13	34	5	14	3	7	10
Central	39	29	15	72	40	50	33
Branch	20	18	5	5	[illegible]1	33	8
University	•	•	•	8	3	3	2
Institute	•	•	•	•	3	7	3
Other colleges	•	•	•	•	•	•	•
Other	28	17	3	•	•	•	•

NOTTINGHAM

TOTAL	(1379)	(53)	(30)	(569)	(306)	(55)	(30)
College	82	83	17	68	56	65	23
Central	9	11	7	5	20	18	10
Branch	1	2	3	9	20	11	10
University	•	•	•	•	•	•	•
Institute	•	•	•	•	•	•	•
Other colleges	9	4	3	18	5	5	3
Other	•	•	•	•	•	•	•

PORTSMOUTH

TOTAL	(1911)	(120)	(34)	(951)	(954)	(150)	(34)
College	79	68	35	44	54	39	62
Central	2	6	6	16	15	15	21
Branch	2	2	3	10	18	21	26
University	•	•	•	•	•	•	•
Institute	•	•	•	•	•	•	•
Other colleges	•	-•	•	3	2	1	3
Other	17	24	15	27	11	24	21

WEYMOUTH

TOTAL	(1559)	(87)	(21)	(808)	(391)	(96)	(21)
College	53	68	38	47	48	58	71
Central	26	22	29	15	41	22	29
Branch	4	7	9	4	8	17	19
University	•	•	•	7	•	•	•
Institute	•	•	•	22	•	•	•
Other colleges	17	3	5	5	3	3	5
Other	•	•	•	•	•	•	•

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TABLE 2.2. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES BY STUDENTS ON TEACHING PRACTICE

MANCHESTER

	REFERENCE			BROWSING	BORROWING		
	Mins. 100	Books 100	Students 100	Mins. 100	Mins. 100	Books 100	Students 100
TOTAL	(2477)	(181)	(50)	(1784)	(984)	(194)	(50)
College	16	24	16	21	17	32	28
Central	67	40	26	47	35	32	32
Branch	16	33	22	21	42	26	36
University	•	•	•	•	•	•	•
Institute	•	•	•	•	•	•	•
Other colleges	•	•	•	4	1	5	2
Other	1	3	2	7	5	5	4

MATHER

TOTAL	(3752)	(189)	(50)	(1165)	(832)	(151)	(50)
College	25	35	8	27	19	19	14
Central	47	31	20	9	14	16	12
Branch	24	27	30	51	60	59	36
University	2	5	2	1	1	1	2
Institute	•	•	•	3	1	1	2
Other colleges	•	•	•	•	2	1	2
Other	2	2	2	9	3	3	4

SEDGLEY PARK

TOTAL	(3583)	(221)	(37)	(1979)	(1117)	(18)	(37)
College	52	66	35	68	82	56	30
Central	30	21	22	24	18	44	5
Branch	•	•	•	•	•	•	•
University	9	4	5	8	•	•	•
Institute	•	•	•	•	•	•	•
Other colleges	9	9	5	•	•	•	•
Other	•	•	•	•	•	•	•

T.A.S.C.

TOTAL	(1939)	(117)	(38)	(896)	(633)	(92)	(38)
College	73	73	45	82	75	72	58
Central	1	1	3	1	9	5	13
Branch	•	•	•	•	•	•	•
University	9	4	3	3	•	•	•
Institute	15	19	13	6	13	12	13
Other colleges	•	•	•	•	•	•	•
Other	3	3	5	8	3	11	5

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TABLE 2.3 PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES: STAFF

B. GROSSETESTE

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Staff	Mins.	Mins.	Books	Staff
	100	100	100	100	100	100	100
TOTAL	(1572)	(100)	(18)	(690)	(371)	(81)	(18)
College	52	65	72	64	38	40	56
Central	6	7	17	8	36	26	33
Branch	•	•	•	6	12	16	22
University	25	11	11	13	12	9	11
Institute	11	15	5	9	2	10	5
Other colleges	•	•	•	•	•	•	•
Other	6	2	5	•	•	•	•

B. LONSDALE

TOTAL	(3553)	(163)	(38)	(844)	(559)	(122)	(38)
College	53	66	42	63	50	43	47
Central	12	9	18	10	20	19	21
Branch	12	12	8	12	21	29	24
University	19	10	8	4	2	1	2
Institute	1	2	3	8	7	8	8
Other colleges	3	1	3	3	•	•	•
Other	•	•	•	•	•	•	•

EATON HALL

TOTAL	(3136)	(198)	(30)	(1391)	(891)	(167)	(30)
College	46	78	87	33	33	53	70
Central	13	5	10	18	15	11	23
Branch	11	5	17	23	46	33	50
University	17	3	10	17	3	2	3
Institute	13	9	13	9	3	2	3
Other colleges	•	•	•	•	•	•	•
Other	•	•	•	•	•	•	•

KESTEVEN

TOTAL	(5480)	(360)	(43)	(1180)	(1188)	(228)	(43)
College	78	80	86	66	31	69	74
Central	5	6	14	13	26	15	33
Branch	3	1	7	12	13	10	14
University	11	8	14	3	22	4	9
Institute	2	4	9	6	8	2	12
Other colleges	1	1	5	•	•	•	•
Other	•	•	•	•	•	•	•

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TABLE 2.3 PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES: STAFF

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Staff	Mins.	Mins.	Books	Staff
MATLOCK	100	100	100	100	100	100	100
TOTAL	(1810)	(122)	(41)	(767)	(817)	(148)	(41)
College	61	71	39	67	38	63	46
Central	5	5	5	3	10	7	10
Branch	6	6	10	15	34	23	27
University	15	4	5	*	9	3	5
Institute	8	8	2	6	7	3	5
Other colls.	2	4	2	8	2	2	2
Other	3	1	2	1	*	*	*
NOTTINGHAM							
TOTAL	(3754)	(179)	(45)	(1241)	(1107)	(174)	(45)
College	57	81	71	52	30	34	56
Central	9	4	9	14	30	22	22
Branch	2	2	4	14	26	28	24
University	8	4	13	7	1	2	4
Institute	24	8	11	8	12	11	16
Other colls.	*	*	2	*	*	*	*
Other	*	*	*	5	1	2	2
K. ALFRED'S							
TOTAL	(2111)	(146)	(33)	(739)	(983)	(123)	(33)
College	53	57	61	38	29	54	66
Central	19	14	27	35	35	29	45
Branch	1	2	3	11	17	8	15
University	16	8	9	8	18	3	3
Institute	1	1	3	5	1	4	6
Other colls.	*	*	*	*	*	2	3
Other	10	18	6	3	*	*	*
PORTSMOUTH							
TOTAL	(2244)	(161)	(28)	(343)	(375)	(93)	(28)
College	64	82	64	66	61	74	57
Central	4	*	11	10	13	5	14
Branch	3	9	11	9	20	15	14
University	16	4	3	9	4	2	4
Institute	13	5	7	6	*	*	*
Other colls.	*	*	*	*	1	3	4
Other	*	*	*	*	*	*	*

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TABLE 2.3.PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES: STAFF

SARUM ST.M.

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books	Staff	Mins.	Mins.	Books	Staff
	100	100	100	100	100	100	100
TOTAL	(1686)	(153)	(29)	(566)	(519)	(115)	(29)
College	64	81	62	64	59	65	72
Central	6	7	10	25	24	20	35
Branch	7	5	3	4	6	7	10
University	10	5	7	3	4	3	7
Institute	12	2	3	*	2	1	3
Other colls.	*	*	*	2	2	2	3
Other	*	*	*	3	3	3	7

WEYMOUTH

TOTAL	(899)	(116)	(21)	(560)	(436)	(88)	(21)
College	80	82	71	54	39	39	71
Central	17	15	33	33	44	37	48
Branch	3	3	5	13	17	24	29
University	*	*	*	*	*	*	*
Institute	*	*	*	*	*	*	*
Other colls.	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*

DIDSBURY

TOTAL	(3233)	(163)	(55)	(765)	(652)	(138)	(55)
College	41	54	35	52	35	48	38
Central	17	16	13	22	14	12	13
Branch	3	7	5	*	33	26	16
University	35	22	18	16	4	7	7
Institute	4	12	7	2	13	5	1
Other colls.	*	*	*	*	*	*	*
Other	*	*	*	8	1	1	2

MANCHESTER

TOTAL	(1200)	(80)	(21)	(345)	(352)	(55)	(21)
College	43	69	57	53	33	36	38
Central	23	10	10	13	7	20	17
Branch	3	2	5	29	54	29	38
University	18	9	10	4	3	15	10
Institute	13	10	14	*	1	*	5
Other colls.	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*

TABLE 2.3. PROPORTIONATE USE OF COLLEGE AND OTHER LIBRARIES: STAFF.

MATHER

	REFERENCE			BROWSING	BORROWING		
	Mins.	Books.	Staff	Mins.	Mins.	Books	Staff
	100	100	100	100	100	100	100
TOTAL	(994)	(96)	(26)	(577)	(482)	(116)	(26)
College	48	70	58	53	31	42	54
Central	30	22	23	41	26	34	38
Branch	*	*	*	5	10	16	15
University	17	6	12	1	15	7	15
Institute	*	*	*	*	2	1	4
Other colls.	*	*	*	*	*	*	*
Other	5	2	4	*	*	*	*

SEDGLEY P.

TOTAL	(3342)	(200)	(50)	(122)	(973)	(181)	(50)
College	26	56	50	50	28	40	46
Central	13	8	12	24	21	16	20
Branch	2	4	6	10	31	22	30
University	13	12	14	4	13	11	12
Institute	36	5	10	5	1	4	2
Other colls.	3	9	4	4	4	4	4
Other	7	6	4	4	2	2	2

CHORLEY

TOTAL	(2369)	(102)	(30)	(584)	(405)	(70)	(30)
College	46	59	63	61	43	39	43
Central	5	3	3	9	35	37	17
Branch	4	5	10	9	13	16	17
University	8	6	10	8	8	7	7
Institute	1	1	3	2	1	1	3
Other colls.	5	4	3	11	*	*	*
Other	31	22	3	*	*	*	*

T.A.S.C.

TOTAL	(8405)	(520)	(65)	(2249)	(1392)		(65)
College	58	68	69	44	38		66
Central	4	4	10	10	13		17
Branch	3	3	8	17	23		31
University	28	19	26	18	15		23
Institute	4	4	9	8	8		10
Other colls.	*	*	2	*	*		*
Other	2	1	2	3	3		2

TABLE 3. PERCENTAGE INACCURACY ACCORDING TO ISSUE CHECK.

Name of College	Round One	Round Two	Weighting
B. Grosseteste	19.75%	12.41%	round 2 weighted to include 37 non-returns
	(final inaccuracy) (= 17.8%		
B. Lonsdale	58.08%	44.75%	round 2 weighted to include 55 non-returns
	(final inaccuracy) (= 31%)		
Eaton Hall	.2%	25%	no weighting.
	(final inaccuracy) (= 2%)		
Kesteven	32.58%	13%	round 2 weighted to include 34 non-returns.
	(final inaccuracy) (= 12%)		
Matlock	33%	35%	no weighting
	(final inaccuracy) (= 33%)		
Nottingham	39.2%	24.45%	round 2 weighted to include 58 non-returns.
	(final inaccuracy) (= 33%)		
Portsmouth	34.41%	52.83%	no weighting
	(final inaccuracy) (= 46.28%)		
Sarum St. M.	53.29%	3.22%	round 2 weighted to include 32 non-returns.
	(final inaccuracy) (= 46%)		
Weymouth	24.85%	35.98%	no weighting
	(final inaccuracy) (= 30.41%)		
K. Alfred's	49.74%		no weighting
Didsbury	39% (issues) 45% (visits)		Diary weighted to make comparable with questionnaire.
Manchester	55%	20%	round 2 weighted to include 32 non-returns.
	(final inaccuracy) (= 36%)		
Mather	36%	26%	round 2 weighted to include 53 non-returns
	(final inaccuracy) (= 31%)		
Padgate	26% (visits)	1% (visits	Round 2 weighted to include 72 non-returns.
	(final inaccuracy) (= 14%)		
Sedgley Park	45%		Weighted 3rd years on T.P. with low return and 1st years to include 33 non-returns.
	(final inaccuracy) (= 36%)		

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TABLE 3. PERCENTAGE INACCURACY ACCORDING TO ISSUE CHECK.

Name of College	Round One / Round Two	Weighting
Chorley	86%	No weighting
Furzedown	16%	No weighting
Redland	19%	No weighting
T.A.S.C.	19%	2nd round weighted to include 67 non-returns.

Mean average inaccuracy = 31%
Median average inaccuracy = 33%

TABLE 4. REASONS LIMITING USE OF OTHER LIBRARIES: TERM

	BG	BL	E	K	M	N	KA	P
1. Distance and travel	4	8	21	18	9	5	3	7
2. Cost of travel	1	2	1	1	2	3	0	1
3. Time lost travelling	1	3	1	2	1	8	1	5
4. Public library inadequate	5	4	6	4	7	0	1	3
5. Public library procedure involved, staff unhelpful	0	2	2	0	0	0	0	1
6. Restrictions on use and loans	1	0	0	2	0	4	2	4
7. Fines	0	0	1	0	0	0	0	0
8. Library hours	2	4	5	0	2	0	0	0
9. Cramped conditions	0	1	0	2	1	0	0	0
10. Time tabling occupies time	1	0	0	0	0	1	6	0
11. Time taken by other activities	1	0	10	2	1	1	0	9
12. Family commitments	1	1	0	0	1	0	0	3
13. Ignorance of other facilities	1	4	4	3	0	1	0	0
14. Buy own books	0	0	0	0	0	1	1	0
15. Adequacy of own college	4	1	2	4	2	13	2	3
16. Subject, e.g. Art.	0	0	0	0	0	3	0	0

S.M.	W	D	Mcr.	Ma.	Pa.	S.P.	C	F	R	T	Total
5	7	23	2	0	1	1	12	2	11	4	143
1	1	16	0	1	1	2	0	0	0	4	37
1	2	22	6	0	1	1	0	0	2	9	66
3	1	30	4	1	0	2	5	2	7	3	88
1	1	2	0	1	0	0	0	0	0	0	10
0	1	6	4	2	0	2	2	0	16	1	47
2	0	0	0	0	0	0	0	0	0	0	3
2	0	0	5	0	1	1	5	1	3	0	31
0	0	3	0	1	0	0	0	0	1	1	10
0	1	0	0	4	1	1	5	0	5	7	32
1	0	4	4	3	0	1	1	0	0	0	38
3	0	2	3	0	0	0	1	0	5	1	21
2	0	3	0	0	0	2	0	3	2	0	25
0	1	2	0	0	0	0	0	0	0	0	5
2	3	15	2	3	0	2	2	0	2	6	68
0	0	1	0	0	0	0	0	0	0	0	4

TABLE 4.1. REASONS LIMITING USE OF OTHER LIBRARIES: STAFF: TERM

	B.G.	B.L.	E.	K.	M.	N.	P.	S.	W.	K.A.	D.	Mcr.	Ma.	S.P.	C.	TASC	Total
1. Distance and travel	7	7	5	12	10	2	0	3	0	8	5	0	0	1	9	2	71
2. Cost of travel	0	0	0	0	0	0	0	0	6	1	1	0	0	0	0	0	8
3. Time lost travelling	2	3	2	2	4	2	0	0	6	0	0	0	1	2	1	7	32
4. Public library inadequate	0	0	2	4	7	1	4	0	0	1	2	0	1	0	4	2	28
5. Public library procedure involved, staff unhelpful	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
6. Restrictions on use and loans	1	0	0	1	0	3	0	0	1	1	0	1	0	0	2	2	12
7. Fines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Library hours	0	1	1	0	2	4	0	0	0	0	0	3	2	0	0	0	13
9. Cramped conditions	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	2	4
10. Time tabling occupies time	0	8	3	1	0	1	2	0	2	10	10	0	2	3	1	5	48
11. Time taken by other activities	1	0	0	0	1	3	2	0	2	1	0	0	0	3	1	0	14
12. Family commitments	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	4	7
13. Ignorance of other facilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. Buy own books	0	1	0	2	0	0	0	0	0	2	4	0	0	0	0	0	9
15. Adequacy of own college	0	1	4	1	1	0	0	0	0	3	2	0	2	0	2	1	16
16. Car parking problems	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
17. Cost of postage	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
18. Students take all material	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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TABLE 5.

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STUDENTS, EXCLUDING THOSE ON T.P.

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
B.Grosseteste - 160 students						
	100	100	100	100	100	100
	(51733)	(2070)	(43293)	(1456)	(8440)	(614)
Reference	80	65	86	78	54	34
Browsing	12		10		22	
Borrowing	8	35	4	22	24	66
B.Lonsdale - 134 students						
	(28263)	(1285)	(19122)	(745)	(9141)	(545)
Reference	73	58	78	74	59	35
Browsing	15		16		16	
Borrowing	12	42	6	26	25	65
Eaton Hall - 144 students						
	(35301)	(2003)	(29789)	(1670)	(5512)	(333)
Reference	72	58	77	55	46	33
Browsing	18		15		32	
Borrowing	10	42	8	45	22	67
Kesteven - 178 students						
	(96374)	(1671)	(82442)	(1141)	(13932)	(530)
Reference	87	65	91	68	73	58
Browsing	9		7		9	
Borrowing	4	35	2	32	18	42
Matlock - 96 students						
	(33662)	(1167)	(29829)	(956)	(3833)	(211)
Reference	80	64	83	67	58	49
Browsing	12		11		21	
Borrowing	8	36	6	33	21	51
Nottingham - 170 students						
	(81587)	(2184)	(71941)	(1655)	(9646)	(529)
Reference	84	71	88	78	57	51
Browsing	12		9		30	
Borrowing	4	29	3	22	13	49

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TABLE 5.

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STUDENTS, EXCLUDING THOSE ON T.P.

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
K. Alfred's - 86 students						
	100 (25885)	100 (912)	100 (18663)	100 (574)	100 (7222)	100 (338)
Reference	76	57	85	71	52	35
Browsing	14		11		24	
Borrowing	10	43	4	29	24	65
Portsmouth - 66 students						
	(14679)	(726)	(12098)	(572)	(2581)	(154)
Reference	76	64	80	70	54	36
Browsing	15		14		24	
Borrowing	9	36	6	30	22	64
Sarum St. Michael - 143 students						
	(28214)	(1478)	(21577)	(1040)	(6637)	(438)
Reference	73	56	79	65	55	36
Browsing	17		14		25	
Borrowing	10	44	7	35	20	64
Weymouth - 100 students						
	(21413)	(926)	(14931)	(660)	(6241)	(270)
Reference	72	58	75	65	65	44
Browsing	19		18		21	
Borrowing	9	42	7	35	14	56
Didsbury - 116 students						
	(69746)	(2286)	(51923)	(1683)	(17797)	(603)
Reference	79	64	87	68	58	53
Browsing	11		11		9	
Borrowing	10	36	2	32	33	47
Manchester - 100 students						
	(16028)	(981)	(10200)	(549)	(5828)	(432)
Reference	59	45	70	55	40	32
Browsing	23		16		35	
Borrowing	18	55	14	45	25	68

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TABLE 5.

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STUDENTS, EXCLUDING THOSE ON T.P.

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
Mather - 113 students						
	100 (29199)	100 (1070)	100 (19154)	100 (586)	100 (10045)	100 (484)
Reference	78	64	86	78	63	48
Browsing	13		9		21	
Borrowing	9	36	5	22	16	52
Padgate - 141 students						
	(38990)	(732)	(33924)	(586)	(5066)	(146)
Reference	88	65	90	73	72	36
Browsing	9		8		19	
Borrowing	3	35	2	27	9	64
Sedgley Park - 98 students						
	(33720)	(1296)	(27577)	(912)	(6143)	(384)
Reference	80	68	84	74	63	53
Browsing	12		10		21	
Borrowing	8	32	6	26	16	47
Furzedown - 70 students						
	(8312)	(392)	(5829)	(283)	(2483)	(109)
Reference	56	40	61	45	43	26
Browsing	38		33		50	
Borrowing	7	60	6	55	7	74
Redland - 192 students						
	(47295)	(2179)	(30016)	(1476)	(17279)	(733)
Reference	69	65	74	74	59	50
Browsing	18		17		20	
Borrowing	13	35	8	26	21	50
T.A.S.C. - 127 students.						
	(56708)	(1706)	(44148)	(1325)	(12559)	(381)
Reference	85	76	86	79	80	66
Browsing	11		11		13	
Borrowing	4	24	3	21	7	34

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TABLE 5.1

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: ALL STUDENTS.

	ALL LIBRARIES Time	ALL LIBRARIES Books	OWN COLLEGE LIBRARY Time	OWN COLLEGE LIBRARY Books	OTHER LIBRARIES Time	OTHER LIBRARIES Books
B.Lonsdale - 195 students.						
	100 (34608)	100 (1030)	100 (19602)	100 (787)	100 (15006)	100 (743)
Reference	69	56	78	75	57	36
Browsing	17		16		19	
Borrowing	14	44	6	25	23	64
Nottingham - 200 students.						
	(84198)	(2291)	(73604)	(1735)	(10594)	(556)
Reference	87	77	87	77	54	50
Browsing	10		9		33	
Borrowing	3	23	3	23	13	50
Portsmouth - 100 students.						
	(18495)	(996)	(14539)	(713)	(3956)	(283)
Reference	70	58	77	67	45	33
Browsing	18		14		29	
Borrowing	12	42	9	33	26	67
Weymouth - 100 students.						
	(23839)	(1119)	(16415)	(778)	(7423)	(341)
Reference	70	57	74	63	61	42
Browsing	20		19		24	
Borrowing	10	43	7	37	15	58
Manchester - 150 students.						
	(21273)	(1335)	(11157)	(654)	(10116)	(689)
Reference	56	46	68	53	42	40
Browsing	26		18		35	
Borrowing	18	54	14	47	23	60
Mather - 163 students.						
	(35026)	(1415)	(20560)	(682)	(14466)	(711)
Reference	76	62	85	77	63	46
Browsing	15		10		21	
Borrowing	9	38	5	23	16	54

TABLE 5.1

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: ALL STUDENTS.

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
Padgate - 152 students.						
	100 (40111)	100 (734)	100 (33924)	100 (586)	100 (6187)	100 (148)
Reference	88	65	90	73	74	36
Browsing	9		8		18	
Borrowing	3	35	2	27	8	64
Sedgley Park - 135 students.						
	(40399)	(1535)	(31694)	(1068)	(8705)	(467)
Reference	75	72	79	77	64	60
Browsing	15		13		22	
Borrowing	10	28	8	23	14	40

TABLE 5.2

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STUDENTS ON TEACHING PRACTICE.

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
B.Lonsdale - 61 students.						
	100 (4445)	100 (240)	100 (513)	100 (42)	100 (3971)	100 (198)
Reference	34	39	46	76	33	31
Browsing	39		47		37	
Borrowing	27	61	7	24	30	69
Nottingham - 30 students						
	(2254)	(108)	(1695)	(80)	(559)	(28)
Reference	61	49	67	55	44	32
Browsing	25		23		33	
Borrowing	14	51	10	45	23	68
Portsmouth - 34 students						
	(3816)	(154)	(2443)	(103)	(1373)	(51)
Reference	50	78	62	80	29	75
Browsing	25		17		39	
Borrowing	25	22	21	20	32	25
Weymouth - 21 students						
	(2758)	(183)	(1395)	(115)	(1363)	(68)
Reference	57	48	59	51	54	41
Browsing	29		27		31	
Borrowing	14	52	14	49	15	59
Manchester - 50 students						
	(5245)	(375)	(938)	(105)	(4307)	(270)
Reference	47	48	42	41	48	51
Browsing	34		40		33	
Borrowing	19	52	18	59	19	49
Mather - 50 students						
	(5749)	(340)	(1411)	(95)	(4338)	(245)
Reference	65	56	66	69	65	50
Browsing	20		23		20	
Borrowing	15	44	11	31	15	50

TABLE 5.2

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STUDENTS ON TEACHING PRACTICE.

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
Sedgley Park - 37 students						
	100 (6679)	100 (239)	100 (4102)	100 (156)	100 (4055)	100 (83)
Reference	53	92	45	96	43	90
Browsing	30		33		34	
Borrowing	17	8	22	4	23	10
T.A.S.C. - 38 students.						
Reference	83	74	84	77	79	66
Browsing	12		12		13	
Borrowing	5	26	4	23	8	34

TABLE 5.3

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STAFF

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
B. Grosseteste - 18 staff						
	100	100	100	100	100	100
	(2633)	(181)	(1400)	(97)	(1233)	(84)
Reference	60	55	58	67	61	42
Browsing	26		32		20	
Borrowing	14	45	10	33	19	58
B. Lonsdale - 38 staff						
	(4956)	(285)	(2694)	(160)	(2262)	(125)
Reference	72	57	70	67	74	44
Browsing	17		20		14	
Borrowing	11	43	10	33	12	56
Eaton Hall - 30 staff						
	(5418)	(365)	(2164)	(243)	(3254)	(122)
Reference	58	54	65	63	53	36
Browsing	26		21		29	
Borrowing	16	46	14	37	18	64
Kesteven - 43 staff						
	(7848)	(588)	(5421)	(445)	(2427)	(143)
Reference	70	61	79	65	50	50
Browsing	15		14		16	
Borrowing	15	39	7	35	34	50
Matlock - 41 staff						
	(3394)	(270)	(1928)	(180)	(1466)	(90)
Reference	53	45	57	48	48	39
Browsing	23		27		17	
Borrowing	24	55	16	52	35	61
Nottingham - 45 staff						
	(6102)	(353)	(3117)	(204)	(2985)	(149)
Reference	62	51	69	71	41	23
Browsing	20		21		15	
Borrowing	18	49	10	29	19	77

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TABLE 5.3

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STAFF

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
K. Alfred's - 33 staff						
	100 (3833)	100 (269)	100 (1686)	100 (150)	100 (2147)	100 (119)
Reference	55	54	66	56	46	52
Browsing	19		17		21	
Borrowing	26	46	17	44	33	48
Portsmouth - 28 staff						
	(2962)	(254)	(1897)	(201)	(1065)	(53)
Reference	76	63	76	66	75	55
Browsing	11		12		11	
Borrowing	13	37	12	34	14	45
Sarum St. Michael - 29 staff						
	(2771)	(268)	(1750)	(199)	(1021)	(69)
Reference	61	57	62	62	59	42
Browsing	20		21		20	
Borrowing	19	43	17	38	21	58
Weymouth - 21 staff						
	(1895)	(204)	(1186)	(129)	(709)	(75)
Reference	47	57	60	74	26	28
Browsing	29		25		37	
Borrowing	14	43	15	26	37	72
Didsbury - 55 staff						
	(4650)	(110)	(1957)	(154)	(2693)	(147)
Reference	70	54	68	57	71	51
Browsing	16		20		13	
Borrowing	14	46	12	43	16	49
Manchester - 21 staff						
	(1897)	(135)	(820)	(75)	(1077)	(60)
Reference	63	59	63	73	63	42
Browsing	18		23		15	
Borrowing	19	41	14	27	22	58

TABLE 5.3

PROPORTION OF TIME SPENT AND BOOKS USED IN DIFFERENT TYPES OF LIBRARY: STAFF

	ALL LIBRARIES		OWN COLLEGE LIBRARY		OTHER LIBRARIES	
	Time	Books	Time	Books	Time	Books
Mather - 26 staff						
	100 (2003)	100 (212)	100 (961)	100 (116)	100 (1092)	100 (97)
Reference	47	45	50	58	49	31
Browsing	15		32		27	
Borrowing	24	55	18	42	24	69
Sedgley Park - 50 staff						
	(5477)	(381)	(1761)	(185)	(3771)	(196)
Reference	61	52	50	61	65	45
Browsing	21	48	34		16	
Borrowing	18		16	39	19	55
Chorley - 30 staff						
	(3328)	(172)	(1622)	(87)	(1706)	(85)
Reference	71	59	67	69	75	49
Browsing	17		21		13	
Borrowing	12	41	12	31	12	51
T.A.S.C. - 65 staff						
	(3468)	(209)	(2625)	(151)	(842)	(58)
Reference	56	56	54	44	62	55
Browsing	26		28		19	
Borrowing	18	44	18	56	19	45

7A

TABLE 6 VACATION USE:- STUDENTS USING

REFERENCE

	B.Grosseteste 123 students %	B.Lonsdale 141 students %	Eaton Hall 100 students %	Kesteven 119 students %
Central	24	31	27	24
Branch	11	9	23	18
University	-	1	1	2
Institute	1	-	3	1
Other colleges	-	1	3	2
Other	2	1	3	3

	Didsbury 160 students	Manchester 118 students	Mather 110 students	Padgate 80 students
Central	34	25	25	19
Branch	22	19	28	11
University	1	-	2	-
Institute	1	-	-	1
Other colleges	1	2	2	2
Other	1	2	1	-

BORROWING

	B.Grosseteste 123 students	B.Lonsdale 141 students	Eaton Hall 100 students	Kesteven 119 students
Central	44	46	35	33
Branch	31	27	48	27
University	1	-	3	-
Institute	2	-	3	1
Other colleges	2	2	1	2
Other	4	-	1	-

	Didsbury 160 students	Manchester 118 students	Mather 110 students	Padgate 80 students
Central	40	42	21	24
Branch	34	50	45	26
University	1	1	1	-
Institute	1	1	-	1
Other colleges	-	1	2	-
Other	-	3	-	-

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Matlock 96 students	Nottingham 142 students	K.Alfred's 86 students	Portsmouth 100 students	Sarum St.M. 111 students	Weymouth 100 students
%	%	%	%	%	%
32	29	34	27	25	51
20	16	16	13	15	22
1	4	5	7	-	3
-	4	2	-	-	3
3	1	-	-	2	2
1	2	-	3	3	1

Sedgley P. 102 students	Chorley 115 students	Furzedown 70 students	Redland 192 students	T.A.S.C. 100 students
27	29	38	16	18
10	14	25	10	8
2	2	2	2	3
1	2	-	2	3
3	1	11	1	-
1	1	24	3	3

BORROWING

Matlock 96 students	Nottingham 142 students	K.Alfred's 86 students	Portsmouth 100 students	Sarum St.M. 111 students	Weymouth 100 students
40	42	48	38	41	44
45	30	31	29	38	33
-	1	3	1	1	1
-	1	2	1	1	-
1	1	-	-	3	-
-	4	1	1	9	2

Sedgley P. 102 students	Chorley 115 students	Furzedown 70 students	Redland 192 students	T.A.S.C. 100 students
30	49	16	54	24
34	25	29	47	15
2	1	-	2	-
-	2	1	2	1
-	2	1	2	-
-	1	3	7	4

TABLE 6.1 VACATION USE: STAFF USING

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REFERENCE

	B.Grosseteste 18 staff %	Eaton Hall 30 staff %	Kesteven 43 staff %
Central	39	13	23
Branch	22	17	7
University	17	7	12
Institute	6	10	7
Other Colleges	-	-	-
Other	-	-	5

	Manchester 21 staff	Mather 26 staff	Didsbury 55 staff
Central	29	38	20
Branch	10	4	7
University	14	62	15
Institute	10	4	7
Other Colleges	-	-	-
Other	-	-	7

BORROWING

	B.Grosseteste 18 staff	Eaton Hall 30 staff	Kesteven 43 staff
Central	28	23	40
Branch	6	43	14
University	17	3	5
Institute	6	3	2
Other Colleges	12	-	-
Other	-	-	7

	Manchester 21 staff	Mather 26 staff	Didsbury 55 staff
Central	24	42	22
Branch	43	42	20
University	19	12	9
Institute	10	3	4
Other Colleges	5	8	-
Other	-	-	2

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Matlock 41 staff	Nottingham 45 staff	K.Alfred's 33 staff	Portsmouth 28 staff	T.A.S.C. 65 staff
%	%	%	%	%
15	18	6	11	18
12	2	3	14	8
12	16	3	11	37
-	29	3	11	9
2	4	-	-	2
7	-	-	-	5

Matlock 41 staff	Nottingham 45 staff	K.Alfred's 33 staff	Portsmouth 28 staff	T.A.S.C. 65 staff
15	40	9	14	15
39	33	3	29	31
5	4	3	11	25
2	22	3	11	9
-	2	-	-	-
-	2	-	-	3

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TABLE 7. OVERALL AVERAGE USE OF ALL TYPES OF LIBRARY BY STUDENTS

	Reference Minutes	Reference Books	Browsing Minutes	Borrowing Minutes	Books
B. Grosseteste	(261)	(8)	(38)	(25)	(4.5)
B. Lonsdale	(123) 145	(4) 5.5.	(30) 31	(25) 26	(3.5) 4
Eaton Hall	(176)	(7)	(44)	(25)	(5)
Kesteven	(481)	(6)	(47)	(25)	(3)
Matlock	(282)	(8)	(42)	(27)	(4)
Nottingham *	(349) 396	(8) 9	(52) 55	(20) 22	(3.5) 4
Portsmouth *	(130) 168	(6) 7	(32) 35	(22) 19	(4) 4
Sarum St. M.	(144)	(6)	(33)	(20)	(4.5)
Weymouth *	(167) 205	(6) 7	(48) 54	(23) 26	(5) 5
Winchester	(229)	(6)	(43)	(29)	(4.5)
Didsbury *	477	13	62	62	7
Manchester *	(80) 95	(4) 4	(37) 37	(25) 28	(5) 5
Mather *	(163) 202	(5) 6	(31) 34	(20) 22	(3) 3
Padgate *	(232) 244	(3) 3	(25) 26	(7) 7	(2) 2
Sedgeley Park	(226) 274	(8) 9	(45) 42	(29) 28	(3) 4
Chorley	206	6	53	33	6
Furzedown	66	2	45	8	3
Redland	303	7	45	32	4
T.A.S.C.	377 (302)	10 (9)	52 (45)	18 (18)	3 (3)

* figures in brackets refer to averages including students on teaching practice.

TABLE 8.1 PROBABILITY MODELS

The number of students in each group and the average number of visits made by each can be found in Table 1. The "y = .87" form of data in Table 8 is equivalent to the percentage figures given in Table 8a. From these figures the proportions of all other levels of use can be calculated in the following way. For length of visits the cumulative intervals were 15 minutes. All visits obviously lasted at least any time up to 15 minutes. The "y" therefore refers to those lasting 16 to 30 minutes and y^2 to those lasting 31 to 45 minutes, etc. For books, all students obviously borrowed or used no books or more and the interval is one book. Therefore y = 1 book, y^2 = 2 books etc. Therefore if y = .85 or 85%, y^2 = .85 x .85 = .72 or 72%. Therefore if 85% of the visits lasted at least 16 to 30 minutes, or if 85% of the students used at least one book, 72% of the visits lasted at least 31 to 45 minutes, or the students used at least two books. Tables of $y - y^{10}$ for three of the patterns most commonly found are given below. Models drawn on semi-logarithmic paper showing the straight lines obtained, for the college group with the longest and the shortest visits and with the most and the least book use per week can be found overleaf. Plotted against the visits graph are the actual times recorded by the two colleges represented. Lines are dropped from a point parallel with 50% on the vertical scale (representing therefore half the visits or students), down to the horizontal line. The point at which it crosses the horizontal shows the minimum length of half the visits or the minimum number of books used by half the students in a group with that particular pattern. All the caveats regarding the meaning of 'books used for study in the library' which were referred to in Section 9 must be borne in mind when interpreting this section.

If	y	= .64	If	y	= .78	If	y	= .87
then	y^2	= .41	then	y^2	= .61	then	y^2	= .76
	y^3	= .26			.47			.66
etc.	y^4	= .17	etc.		.37	etc.		.57
	y^5	= .11			.29			.5
	y^6	= .07			.22			.43
	y^7	= .04			.17			.37
	y^8	= .03			.13			.32
	y^9	= .01			.1			.28
	y^{10}	= .006			.08			.24

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Example 1 : Cumulative frequency

Length of students' visits in groupings	Frequency of visits within each group	Cumulative frequency	Explanation
1 - 30 mins.	12	47	i.e. all 47 visits last at least 1 minute
31 - 60 "	10	35	
61 - 90 "	9	25	
91 - 120 "	11	16	i.e. 11 + 5 visits last at least 91 mins
121 - 150 "	5	5	

Example 2 : Calculating X^2

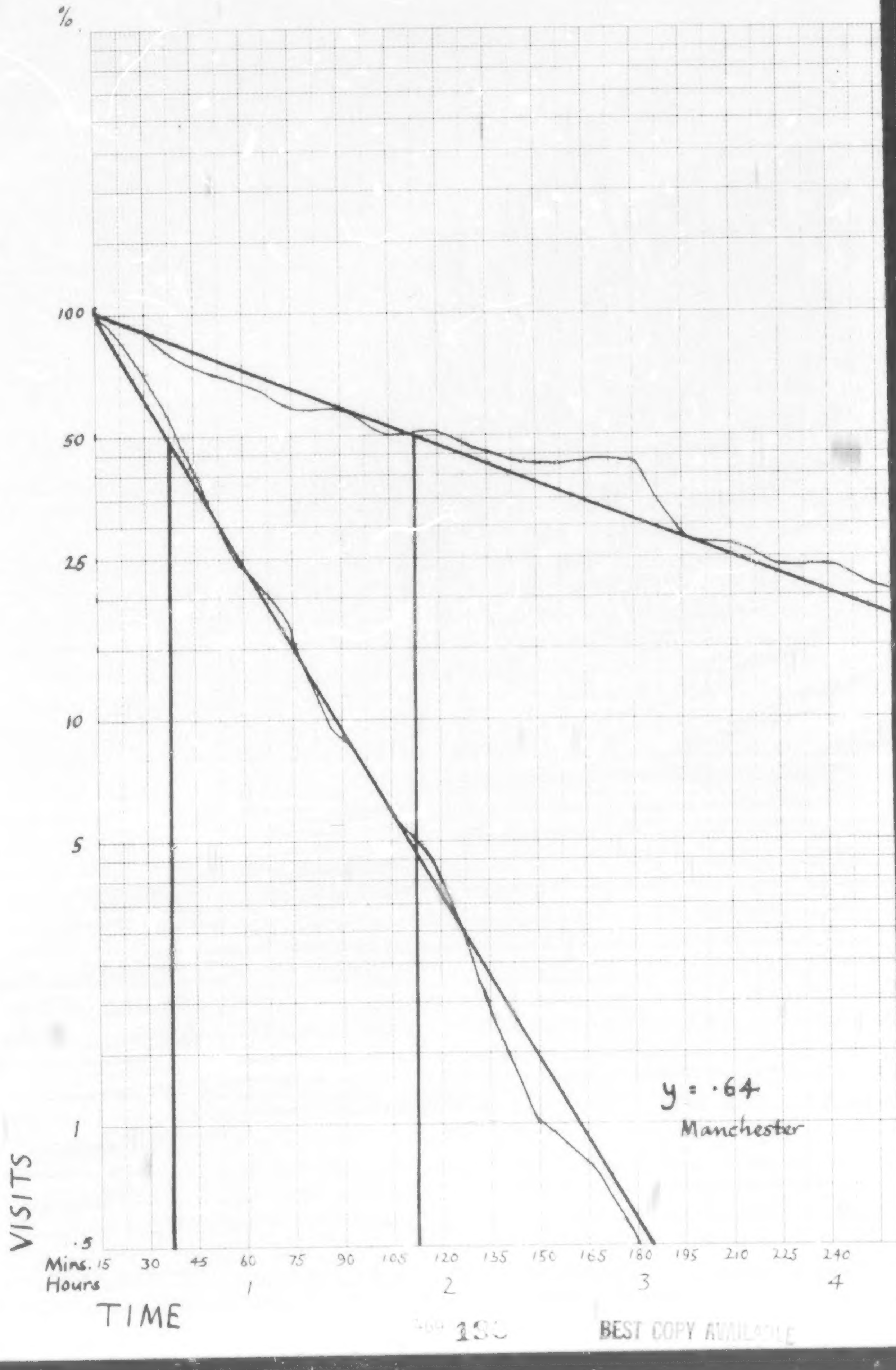
Observed cumulative frequency	Estimated cumulative frequency	Difference between observ. and estimation.	Difference squared	Difference squared ÷ estimated frequency
47	47	0	0	0
35	35	0	0	0
25	26	1	1	.04
16	11	5	25	2.3
5	8	3	9	1.1

Total of final column = 3.44 = X^2

Degreees of freedom = 4 (one less than the number of figures in the column.)

Probability that the observed frequencies are statistically the same as the estimated figures and that a homogenous group has been found is obtained from X^2 tables. It is .5 (.9 is needed to be sure of goodness of fit).

N.B. This is a mythical example.



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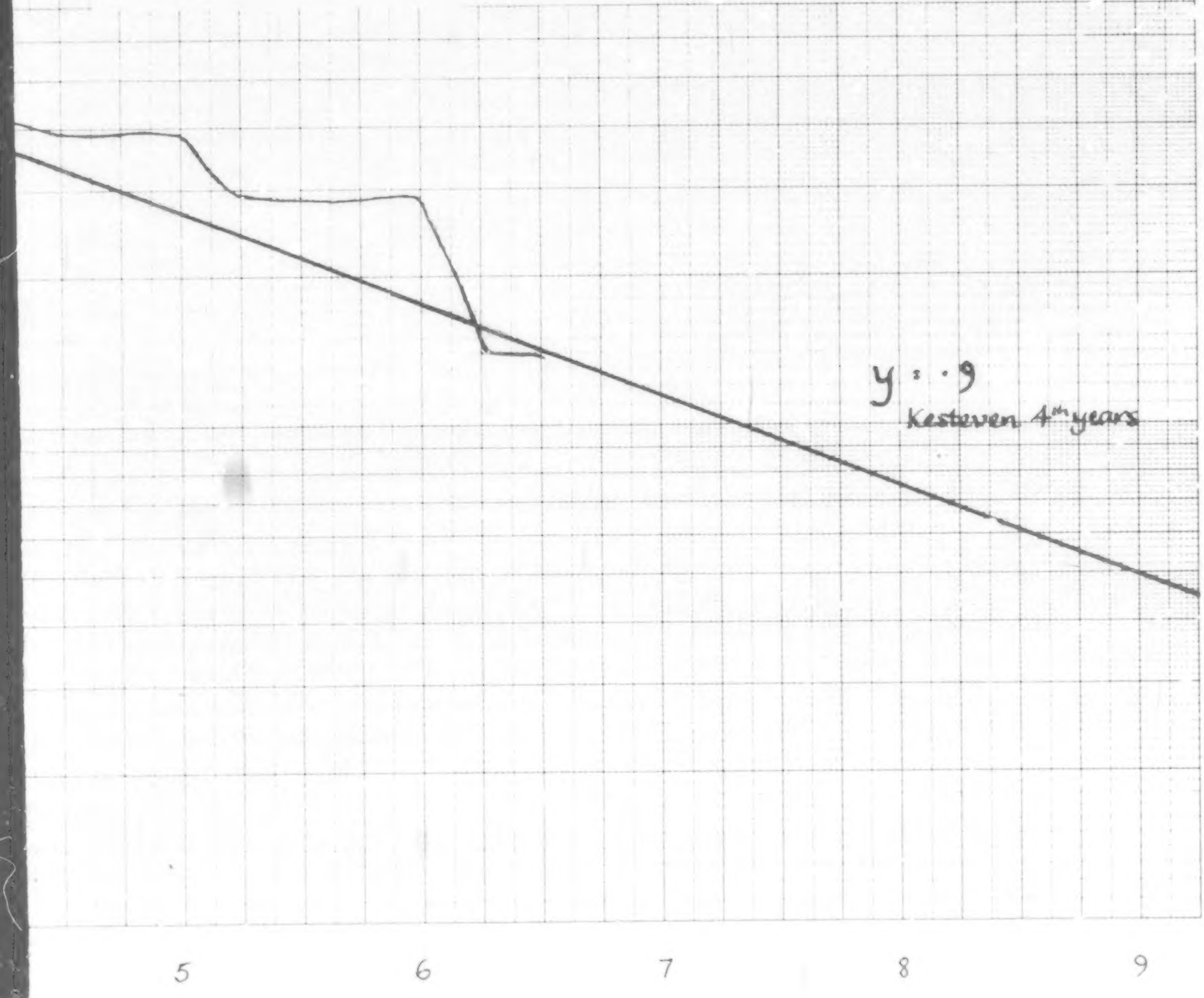
EXAMPLES OF LENGTH OF VISITS TO COLLEGE LIBRARIES

.9 = 90% of the students
.64 = 64% of the students

Wavy lines show the observed readings for two colleges which are thought to have use patterns of .9 and .64.
The straight lines show probability models at estimated readings when y is taken as .9 and .64
When y = .9 then 50% of the students spend at least $1\frac{1}{2}$ hours in the library per visit.
When y = .64 then 50% of the students spend at least $\frac{1}{2}$ hour in the library per visit.
N.B. Although the observed lengths of visits produced results which diverged noticeably from the straight line of the model, x^2 tests show a high degree of probability for both of these patterns of use. (P = .9 and P = .97 respectively.)



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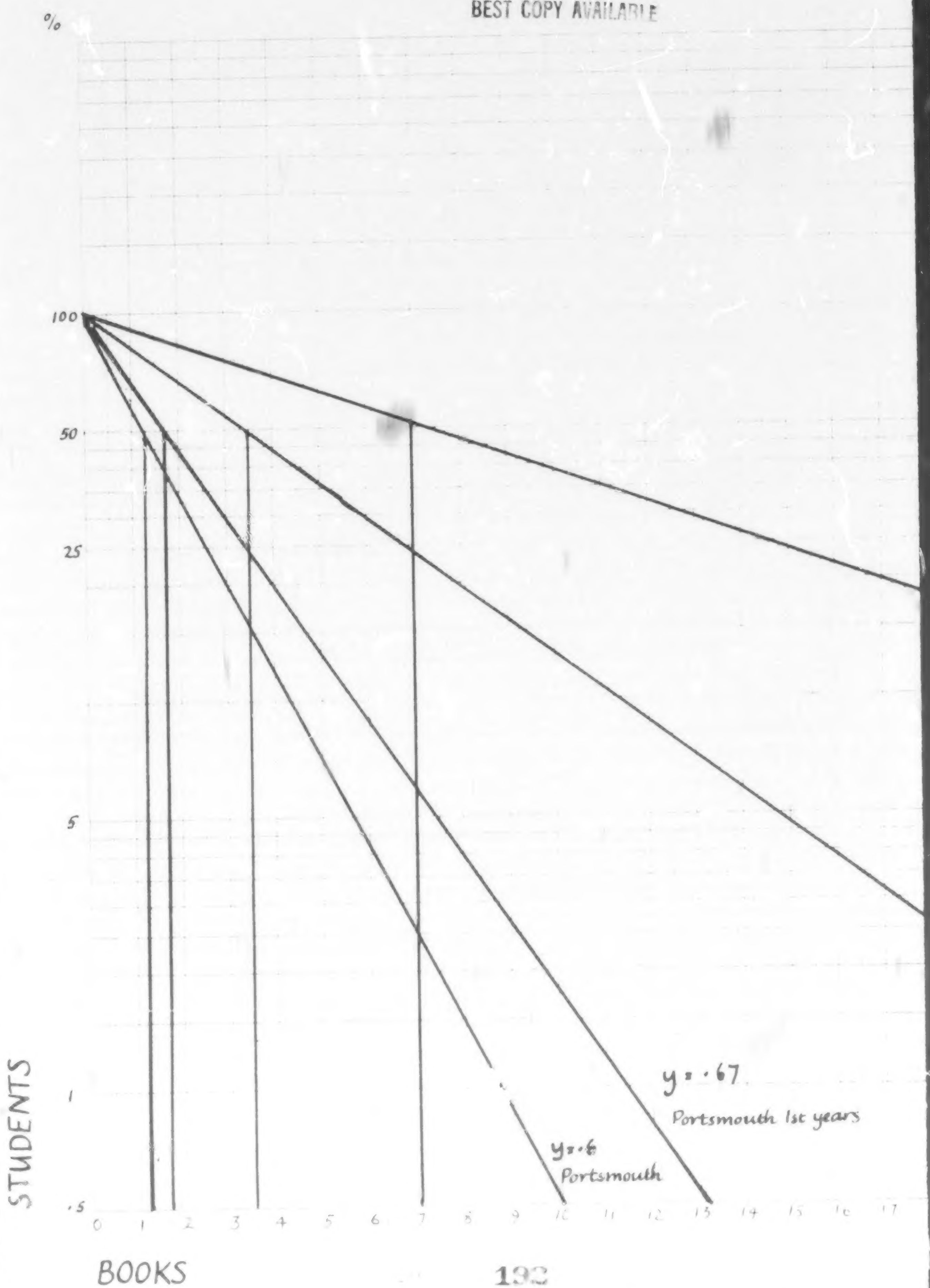

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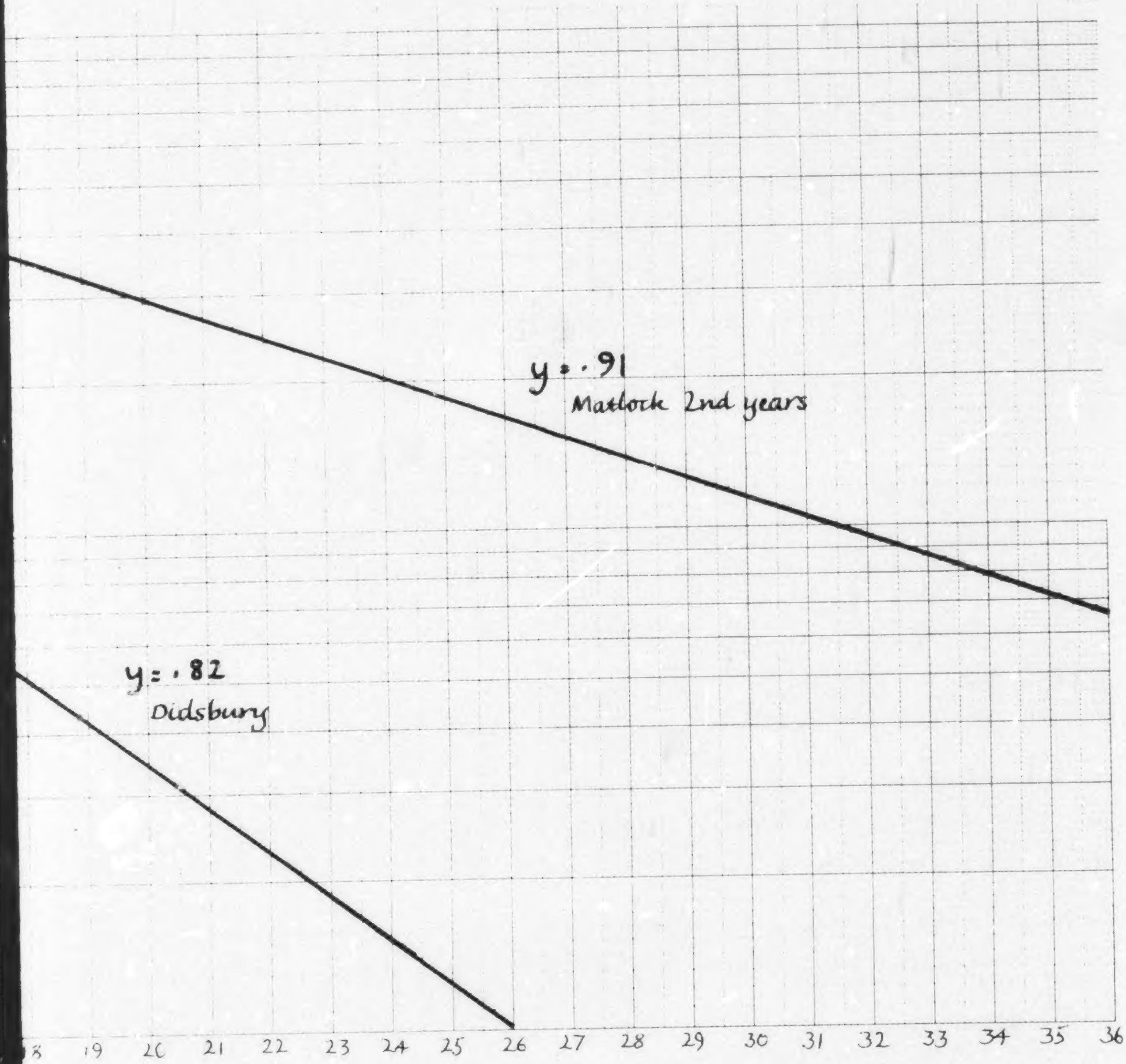
EXAMPLES OF THE NUMBER OF BOOKS BORROWED AND USED IN THE LIBRARY PER WEEK PER STUDENT

.91 = 91% of the students
.82 = 82% of the students
.67 = 67% of the students
.6 = 60% of the students

When y = .91 then 50% of the students used at least 7 books per week in the library
When y = .67 then 50% of the students used at least 2 books per week in the library

When y = .82 then 50% of the students borrowed at least 3/4 books per week
When y = .6 then 60% of the students borrowed 1 book per week

The use rates of other proportions of students can be read from the graph.



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TABLES 8 and 8a

College	Year Group	Type of use	y	No.	X^2 =	df	P
B.Grosseteste	1st year	visits	.79	150	3.21	8	.9
	3rd years	visits	.76	130	5.98	14	.95
	all	Books used	.90	100	5.56	9	.75
	all	Books borrowed	.77	70	3.78	8	.9
	(according to issue statistics K = 1.5 and therefore y = .44)						
B.Lonsdale	1st year	visits	.76	130	4.02	8	.85
	2nd years	visits	.76	130	1.3	6	.98
	4th years	visits	.76	60	.46	6	.995
	all	Books used	.82	85	7.79	12	.85
	all	Books borrowed	.69	70	.44	6	.995
	(according to issue statistics K = .8 and therefore y = .44)						
Eaton Hall	1st years	visits	.65	300	3.9	8	.8
	3rd years	visits	.65	295	8.8	13	.75
	4th years	visits	.78	120	8.8	15	.9
	1st years	Books used	.9	70	1.37	8	.99
	3rd years	Books used	.88	50	2.33	8	.95
	1st year	Books borrowed	.78	60	1.75	5	.9
	3rd years	Books borrowed	.83	55	1.91	8	.99
Kesteven	1st year	visits	.78		5	11	.9
	2nd years	visits	.84	150	3.82	9	.9
	3rd years	visits	.84	120	10	18	.9
	3rd years B.Ed.	visits	.8	60	3.77	8	.8
	4th years	visits	.9	60	6.23	13	.9
Matlock	1st years	visits	.77	160	6.05	13	.9
	2nd years	visits	.8	210	6.8	11	.85
	4th years	visits	.87	70	4.8	8	.8
	2nd years	Books used	.9	38	4.1	13	.99
	1st years	Books used	.87	36	1.5	10	.99
	all	Books borrowed	.76	70	5.5	10	.85
	(according to issue statistics K = 1.9 or 2.2 and therefore y = .65 or .68)						

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TABLES 8 & 8a (continued)

College	Year Group	Type of use	y	No.	X^2 =	df	P
Nottingham	all	visits	.8 ?				
	all	books used	.86 ?				
	all	books borrowed	.75 ?				
	(accordingto issue statistics K = 1.38 and therefore y = .58)						
K.Alfred's	all	books used	.84	70	2.8	10	.98
	all	books borrowed	.7	60	3.29	8	.9
Portsmouth	1st years	books used	.65 ?				
	all bar 1st years	books used	.86 ?				
	all	books borrowed	.6 ?				
Sarum St.M.	all	visits	.76	300	3.98	14	.998
	all	books used	not known				
	all	books borrowed	.73	100	5.4	11	.9
Weymouth	all	visits	.72	256	6.9	11	.8[illegible]
	1st year	books used	.82	45	1.02	8	.999
	3rd & 4th years	books used	.89	30	1.9	13	.999
	all	books borrowed	.74	100	6.1	9	.75
	(according to issue statistics K = 1.5 and therefore y = .6)						
Didsbury	all	visits	.75	450	7.5	11	.75
	all	books used	.86	120	15.	15	.5
	all	books borrowed	.82	80	2.26	8	.95
Manchester	all	visits	.64	240	2.7	9	.97
	all	books used	.74 ?				
	all	books borrowed	.75	85	2.31	8	.95
Mather	all	visits	.76	240	3.66	12	.98
	all	books used	.8	60	2.	6	.9
	all	books borrowed	.72	90	5.5	7	.6

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TABLES 8 & 8a (continued)

College	Year Group	Type of use	y	No.	X^2 =	df	P
Padgate	all	visits	.78	230	6.4	14	.95
	all	books used	.82	60	3.32	10	.95
	all	books borrowed	.67	45	3.8	7	.8
Sedgley P.	all	visits	.8 ?				
	all	books used	.76 ?				
	all	books borrowed	.7 ?				
Chorley	1st & 3rd years	visits	.79 ?				
	4th years	visits	.81	38	.79	8	.995
	all	books used	.8 ?				
	all	books borrowed	.71	78	1.08	9	.95
Furzedown	1st year	visits	.71	65	3.7	8	.85
	3rd years	visits	.71	28	2.2	5	.85
	all	books used	.72	64	1.54	8	.99
	all	books borrowed	.74	60	3.31	7	.85
Redland	all	visits	.76	720	16.	15	.5
	all	books used	.85	150	3.65	10	.95
	all	books borrowed	.68	200	7.8	9	.6
T.A.S.C.	1st years	visits	.75 ?				
	2nd years	visits	.79 ?				
	3rd years	visits	.79 ?				
	4th years	visits	.81	90	2.61	9	.975
Kesteven	all	books used	.89		19.8	26	.75
	all	books borrowed	.69		5.07	10	.85
	(according	to issue statistics K = 1.9 and therefore y = .65)					

CELRP 1 B   USED AT DIDSBURY COLLEGE.

Use of libraries and purchase of books by students

We are consulting you as a sample of the whole body of college students, in order to discover the pattern of use of the college library and of other libraries and also the extent to which students use their grants for the purchase of books.

1. FREQUENCY OF USE OF COLLEGE LIBRARY.

It has been established by previous research that the nature of students' use of libraries varies enormously according to their subject interests and local situation.

Please show how many visits you make to the college library, for any purpose at all, in a typical week when not on school practice, by ringing round the appropriate number.

a) Visits per week during TERM	0	1	2	3	4	5	6	7	8	9	10	other (specify)
b) Visits per week during VACATION	0	1	2	3	4	5	6	7	8	9	10	other (specify)

If you do not come to the library at least once a week, show how many times so far this term you have been in, by ringing round the appropriate number below.

c) Visits this term	0	1	2	3	4	5	6	7	8	9	10	other (specify)

2. FREQUENCY OF USE OF LIBRARIES OTHER THAN COLLEGE LIBRARY

Please complete the panel below on the use of other libraries. Choose a typical week and make your answer apply to it.

TERM TIME Name of Library	State type of use (e.g. reference, borrowing, browsing. etc.)	Hours per week spent on this use	No.of books per week borrowed	No.of books per week used in the library
1. Manchester Public Libraries Central Library				
Didsbury Branch				
Withington Branch				
Chorlton Branch				
Other (specify)				
2. Manchester University School of Education				
3. M.E.C. Library				
4. Manchester University (Main) Library				
5. Other (specify)				

List any reasons which make it difficult or unprofitable to use other libraries in term time.

VACATION TIME

Make your answer apply to the Christmas vacation.

Please specify Name of Library	State type of use (e.g. reference, borrowing, browsing etc.	Hours per week spent on this use.	No. of books per week borrowed	used in the library.

List any reasons which make it difficult or unprofitable to use other Libraries in the vacation.

3. USE OF STUDENTS' BOOK GRANTS

£38 of the maximum student grant per annum is designated for the purchase of books and equipment.

How many books have you bought so far in this academic year and how much did they cost?

	Number	Cost
1) Books for your main course, specify subject here..		
2) Books for education course		
3) Books for curriculum studies and for use on school practice		
4) Books for your subsidiary subject		
5) Books for any other purpose (specify)		
6) Stationery and equipment for any purpose		

Have you been advised by tutors what to buy with your grant? (please ring) YES/NO. What improvements, if any, can you suggest in the arrangements?

Thank you for your cooperation in completing this questionnaire. Please return it to the library counter by 29th March in the enclosed envelope. If the space is insufficient for your comments, please attach another sheet.

MARCH 1971

W.H. SHERCLIFF Director

D.M. TIPPER Research Fellow

DIARY USED AT 17 COLLEGES.

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COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT

INSTANT DIARY: TO RECORD A WEEK'S USE, BY TYPE, OF COLLEGE LIBRARY

Please complete this diary for the same week in which you are recording details of use of other libraries, and return it with the other questionnaire in the envelope provided. Many thanks for your co-operation.

Please keep this diary with you all the week and enter in the space provided, your times in and out of the college library **for each visit**.

	Mon.	Tue.	Wed	Thurs.	Fri.	Sat. and Sun.
Time in						
Time out						

Please include below **all time** spent in library under one or other of the types of use listed below.

Type of use		Ref. and study	Browsing	Borrowing	Other (specify)
Mins. Spent	M				
	T				
	W				
	T				
	F				
	S/S				
No. of Books Used	M		XXXXXXXXXX		
	T		XXXXXXXXXX		
	W		XXXXXXXXXX		
	T		XXXXXXXXXX		
	F		XXXXXXXXXX		
	S/S		XXXXXXXXXX		

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STUDENTS USED AT 17 COLLEGES.

COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT

SURVEY ON THE USE MADE IN A TYPICAL WEEK BY STUDENTS OF LIBRARIES OTHER THAN THEIR OWN COLLEGE LIBRARY.

We are consulting you as a representative random sample of the whole student population in order to find out what use students make of libraries other than the college's own library. If possible we shall quantify such use and relate it to the use made of the college library. Please complete the panel below, making your term time answer apply to the week beginning Monday after you receive this form. In the vacation section, make your answer apply to a typical week in the last vacation. Please return this form to the college library as soon as possible in the envelope provided. Many thanks for your cooperation in completing this questionnaire.

Type of library	TYPE OF USE DURING ONE WEEK IN: TERM TIME					VACATION					
	Reference and study		Browsing	Borrowing		Reference and study		Browsing	Borrowing		
	Bks used	Mins spent	Mins spent	Bks bor-row-ed	Mins spent	Bks used	Mins spent	Mins spent	Bks bor-row-ed	Mins spent	
Central Libraries (City, Borough and County).											
Branch Libraries (City, Borough and County).											
University Libraries											
University School/ Institute of Ed. Libraries.											
College of Education Libraries, other than your own college.											
Other College Libs.											
Others (specify)											

	TERM TIME	VACATION
Is your use in term time or vacation of libraries other than the library of your own college limited for any reason? If so, please list the reasons opposite.		

COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT

DIARY RECORDING ONE WEEK'S USE OF YOUR OWN COLLEGE LIBRARY

Please complete this diary for the same week you are recording details of your use of other libraries. Return it with the other questionnaire in the envelope provided, whether or not you visit your college library during the week in question.

Keep the diary with you all the week and enter in the spaces provided the times you enter and leave the library on each visit. If you visit the library more than once in any morning or afternoon, record both times in the relevant box and indicate minutes spent on each activity, separately, during each visit.

USED AT PADGATE AND FURZEDOWN.

(folded to show these instructions on the outside and the diary overleaf on the inside).

D I A R Y

	Mon a.m. p.m.	Tue a.m. p.m.	Wed a.m. p.m.	Thurs. a.m. p.m.	Fri a.m. p.m.	Sat a.m.	
Time in							Time in
Time out							Time out

Please indicate below all time spent in library under one or other of the types of use listed below.

	Mon	Tue	Wed	Thurs.	Fri	Sat	
Reference and Study MINS. spent							Reference and Study MINS. spent
BOOKS used							BOOKS used

Borrowing only includes time spent actually taking books to the counter for issue or return. If you have indicated Borrowing: minutes but in fact did not borrow a book (e.g. because you were only returning or the book you required was not available for loan to you for any reason), please indicate 0 in the Books borrowed column to make it clear that you have not inadvertently left it blank. Please do not include the number of books returned in your number of Books borrowed.

Borrowing MINS. spent							Borrowing MINS. spent
BOOKS borrowed							BOOKS borrowed

NOTE. Browsing includes all time spent at shelves looking through and choosing books for Borrowing and for Reference and Study.

Browsing MINS. spent							Browsing MINS. spent
Other (specify) MINS. spent							Other (specify) MINS. spent

USED AT PADGATE AND FURZEDOWN.

COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT

QUESTIONNAIRE ON USE MADE IN A TYPICAL WEEK OF LIBRARIES OTHER THAN YOUR OWN COLLEGE LIBRARY.

Please provide the information asked for below making your term time answer apply to the week beginning Monday after you receive this form. Return it, with the diary, in the envelope provided, to the college library, whether you use any libraries during the week in question or not. Many thanks for your cooperation.

NOTE: Browsing includes all minutes spent looking through books or searching at the shelves and choosing books for Borrowing and Reference and Study. Borrowing only includes minutes taking books to be issued and returning books. If you have indicated time spent borrowing but in fact did not borrow a book (i.e. you were only returning or the book required was not available for loan to you for any reason), please indicate '0' in the 'Books borrowed' column to make it clear that you have not inadvertently left it blank. Please do not include books returned in your number of books borrowed.

TERM TIME: ONE WEEK'S USE					TYPE OF LIBRARY	CHRISTMAS VACATION TOTAL VACATION USE				
Reference and Study		Browsing	Borrowing			Reference and Study		Browsing	Borrowing	
Mins.	Bks.	Mins.	Mins.	Books		Mins.	Bks.	Mins.	Mins.	Bks.
					University Libraries.					
					University School/Institute of Education Libraries.					
					Central Libraries (City, Borough and County).					
					Branch Libraries (City, Borough and County).					
					College of Education Libraries, OTHER THAN YOUR OWN					
					Other College and Polytechnic libraries.					
					OTHER (Specify)					
					OWN College Library VACATION USE ONLY					

Is your use of libraries in term time or vacation limited for any reason? If so, please list the reasons below. (Use the reverse of this form if necessary).

APPENDIX V B

TABLE 1.a AVERAGE AMOUNTS SPENT ON BOOKS AND MATERIALS IN THREE COLLEGES

Colleges	Education use including Curriculum			Main Subject		
	A. £	G. £	3. £	A. £	G. £	3. £
1st year	9	10	11	6	9	7
2nd year	4	6	3	3	6	5
3rd year	4	4	6	4	2	4
4th year	8	-	30	5	-	10
P.G.	7	10	-	3	1	-

	Other books			Equipment and Materials		
	A. £	G. £	3. £	A. £	G. £	3 £
1st year	4	2	5	7	18	19
2nd year	3	2	3	5	8	11
3rd year	2	2	20	5	11	8
4th year	1	4	10	4	-	2
P.G.	5	3	-	4	8	-

TABLE 1.b PROPORTION OF TOTAL SPENT ON EACH CATEGORY BY EACH YEAR

	1st year			2nd year		
	A. %	G. %	3. %	A. %	G. %	3. %
Education	35	26	26	27	27	14
Main	23	23	23	20	27	22
Other books	15	5	12	20	9	14
Equipment and materials	27	46	45	33	37	50

	3rd year			4th year			P.G.	
	A. %	G. %	3. %	A. %	G. %	3. %	A. %	G. %
Education	27	21	16	44	-	58	37	45
Main	27	11	11	23	-	19	16	5
Other books	13	11	53	6	100	19	26	14
Equipment and materials	33	57	21	22	-	4	21	36

TABLE 2. AMOUNT SPENT ON MAIN SUBJECT BOOKS IN EACH DEPARTMENT.

	1st year				2nd year				3rd year			
	£		No.of books		£		No.of books		£		No.of books	
	G	3	G	3	G	3	G	3	G	3	G	3
English	7	8	14	17	6	2	8	6	4	4	6	6
Maths	6	6	6	5	3	7	2	9	2	NK	1	NK
Geography	9	5	8	4	8	4	4	4	-	NK	-	NK
History	NK	4	NK	4	NK	8	NK	8	NK	NK	NK	NK
Art	5	6	4	5	3	1	1	2	-	5	-	3
Divinity	10	8	9	12	NK	1	NK	2	NK	NK	NK	NK
P.E.	21	11	7	10	18	NK	12	NK	4	NK	1	NK
Biology	NK	NK	NK	-	1	6	2	3	3	NK	6	NK

NK = Not known.

QUESTIONNAIRE I Used at College A.

For the Questionnaire to students on book grants see Page 2 of Questionnaire I in Appendix V A.

DEPARTMENTAL BOOKLISTS FOR PURCHASE FROM STUDENTS' BOOK GRANTS

C.E.L.R.P. N.B. Please cross out the answer which does not apply

1. Do you keep booklists for purchase separate from lists for reading ? Yes / No

2. In compiling booklists for purchase do you have regard to the advice on the division of the students' total bookgrant as given by the Educational Resources Committee in 1967, 1968 and 1969 as in the following table ?

You will remember that the Educational Resources Committee last year recommended that Students Grants for books and equipment should be divided as follows:

	Education	Main	Subsid. or Main 2	Curriculum
1st & 2nd year of 3-year & B.Ed. course	10	11	11	3
3rd year of 3-year course	17	18		
3rd year of B.Ed.course	11	13	11	
4th year of B.Ed.course	17	18		

Yes No.

3. If your answer is no how do you decide what total amount should be covered by the list which you prepare ?

4. Do you think it is wise to put the items in an order of priority, so that if students in fact do not have the full sum available (e.g. if parents do not provide their share, or they are taking another subject which requires heavy expenditure on equipment) they can use their money to buy what is most essential first ?

Yes No

5. If your answer is yes how would you suggest arranging the list to meet this need ?

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6. When should students be asked to buy books needed for their courses bearing in mind that the grant is the same for each year of the course ?

	before students arrive	in term before course begins	in term course begins	Other (please specify)
1st Year				
2nd Year				
3rd Year				
PGCE				
Other				

7. How many titles do you think there should be on a list of books for purchase for a specific course ?

8. Should students be advised to spend all their grant on specific titles or do you prefer to give discretion to choose from a longer list a certain number of titles ?

Yes No

9. Do you advise students to buy paperbacks for preference and inform them in the list when cheap editions are available ?

Yes No

10. Do you check that the books you include are still in print ?

Yes No

11. Do you give publisher and price in your lists as well as the title and author's full name ?

Yes No

Which part, if any, is omitted ?

12. Can you suggest any other ways the money available through students' book grants can be used, e.g. by schemes for a rental collection in a department to which all students subscribe.

13. If the library could be sure students would buy the books on their lists it would have more money available for other titles. A bookshop on the college site would help in this direction. Can you suggest any other means of encouraging purchase of books by students ?

14. If you have any other comment you would like to make on this subject, please include it here.

15. <u>DETAILS</u>

1. Your name . . . .
2. Title of course for which list(s) is/are provided

   . . . .
3. To which group(s) and year(s) it/they applies/y

   . . . .
4. When you give out list/s . . . .
5. When you require students to buy the books.

   . . . .

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QUESTIONNAIRE 2. Used at Colleges G and 3

Which, if any, of the following measures to encourage students to buy more books would you support ?

Please tick

1. Provision of college bookshop.
2. Book sharing between students.
3. Provision of book tokens instead of cash book grant.
4. Book grants to be made to all students regardless.
5. Variable bookgrants according to subjects studied.
6. Other - please specify.

Thank you for your co-operation .

Fold

COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT.

SURVEY OF TUTORS ADVICE TO STUDENTS ON BOOK BUYING.

What subject(s) and courses do you teach ?

Subject(s) Course 1 ____________

2 ____________

3 ____________

4 ____________

A. How much did students need to spend on books for your course(s) during the academic year 1971-72 ?

	Course 1 £	Course 2 £	Course 3 £	Course 4 £
1st years				
2nd years				
3rd years				
4th years				
PGCE				
Other				

QUESTIONNAIRE 2 Inside of fold out

. How much, if anything, did they need to spend on

(a) equipment and (b) materials ?

	Course 1		Course 2		Course 3		Course 4	
	a £	b £	a £	b £	a £	b £	a £	b £
st years								
nd years								
rd years								
th years								
GCE								
ther								

. How many books did you advise students to buy during the academic year 1971-72 ?

	Course 1	Course 2	Course 3	Course 4
	Number of books	Number of books	Number of books	Number of books
t years				
d years				
d years				
h years				
CE				
her				

D. At what point in the academic year did you issue reading lists to students ?

	Course 1	Course 2	Course 3	Course 4
1st years				
2nd years				
3rd years				
4th years				
PGCE				
Other				

E. Do you recommend books for purchase during lectures or in personal contact with students ?

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STUDENTS' QUESTIONNAIRE: Used at Colleges G and 5

COLLEGE OF EDUCATION LIBRARIES RESEARCH PROJECT.

SURVEY OF BOOKGRANT SPENDING AND ADVICE RECEIVED.

Please state:

1. YOUR YEAR GROUP ______________ CERTIFICATE/B.ED.

2. MAIN SUBJECT OF STUDY ______________

A. How many books did you buy in the following categories and how much money did you spend on them during this academic year 1971-2 ?

	No.of books	Total Cost
1. Education		
2. Subject(s) (please specify)		
(a)__________________		
(b)__________________		
(c)__________________		
3. Personal reading		
4. Other (please specify)		
TOTALS		

B. How much did you spend during this year on:

	Cost
5. Equipment	
6. Materials (e.g. stationery)	

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C. How many of the books which you bought this year were listed as required or recommended reading in college reading lists ? (N.B. to First Year Students: Exclude any booklist issued before you started at college)

	Number of books bought
1. Education	
2. Subject(s) (please specify)	
a______________	
b______________	
c______________	
	______________
TOTAL	______________

D. At what point in the academic year were these reading lists issued to you ?

	Time of year 1971-72
1. Education	
2. Subject(s) (please specify)	
1______________	
2______________	
3______________	

E. How much use did you make of the books you bought ?

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F. Did you receive any reading lists before you began your first year at college ?

YES________________ NO________________

G. How many of the titles on it did you buy in:-

Number of books bought

1. Education
2. Subject(s) (please specify)

1________________

2________________

3________________ ________________

TOTAL ________________

H. How useful did you subsequently find them?

J. Have you bought any books which were recommended to you during lectures or personally by lecturers ?

YES.________________ NO________________

K. What methods of recommending books for purchase do you think most helpful ?

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L. £48 of the student's grant is intended for the purchase of books, equipment and materials. If you spent less/more than this amount during the past year, is it because you:-

(less)	Please tick	(more)	Please tick
1. do not receive a grant		5. have to spend a lot of money on equipment for your subjects	
2. only receive a partial grant		6. the cost of books is so high that you are forced to spend more than £48	
3. do not need to buy books		7. other (please specify)	
4. other (please specify)			

M. It has been suggested that book grants should be:-

1. given to students separately from their grant in the form of book tokens.
2. given to the college for the purchase of books in multiple copies to be distributed free to the students.

What do you think of these suggestions ?

N. Do you share books with other students ?

YES______________ NO________________

O. Would you consider giving part of your book grant as a subscription to a small departmental collection of recommended titles in multiple copies ?

Thank you for your co-operation.